

**Part B Annual Performance Report  
Status of Program Performance****Cluster Area I: General Supervision**

**Question:** Is effective general supervision of the implementation of the Individuals with Disabilities Education Act ensured through the State education agency's (SEA) utilization of mechanisms that result in all eligible children with disabilities having an opportunity to receive a free appropriate public education (FAPE) in the least restrictive environment (LRE)?

**OSEP Probes:**

- GS.I** Do the general supervision instruments and procedures (including monitoring, complaint and hearing resolution, etc.), used by the SEA, identify and correct IDEA noncompliance in a timely manner?
- GS.II** Are systemic issues identified and remediated through the analysis of findings from information and data collected from all available sources, including monitoring, complaint investigations, and hearing resolutions?
- GS.III** Are complaint investigations, mediations, and due process hearings and reviews completed in a timely manner?
- GS.IV** Are there sufficient numbers of administrators, teachers, related services providers, paraprofessionals, and other providers to meet the identified educational needs of all children with disabilities in the State?
- GS.V** Do State procedures and practices ensure collection and reporting of accurate and timely data?

**Part B Annual Performance Report  
Status of Program Performance**

**Cluster Area I: General Supervision**

**State Goal** (for reporting period July 1, 2003 through June 30, 2004):

**The Virginia Department of Education provides effective general supervision of the implementation of the Individuals with Disabilities Education Act ensured through the State education agency's (SEA) utilization of mechanisms that result in all eligible children with disabilities having an opportunity to receive a free appropriate public education (FAPE) in the least restrictive environment (LRE).**

**Virginia Performance Indicators** (for reporting period July 1, 2003 through June 30, 2004):

- GS.I The general supervision instruments and procedures (including monitoring, complaint and hearing resolution, etc.), used by VDOE, identify and correct IDEA noncompliance in a timely manner.**
- GS.II Systemic issues are identified and remediated through the analysis of findings from information and data collected from all available sources, including monitoring.**
- GS.III Dispute resolution system maintains instruments and procedures that ensure complaint investigations, mediations, and due process hearings and reviews are completed in a timely manner.**
- GS.IV There are sufficient numbers of administrators, teachers, related services providers, paraprofessionals, and other providers to meet the identified educational needs of all children with disabilities in Virginia.**
- GS.V VDOE procedures and practices ensure collection and reporting of accurate and timely data.**

## Virginia Part B Annual Performance Report Status of Program Performance

### Section 1 - Baseline/Trend Data (for reporting period July 1, 2003 through June 30, 2004):

- GS.I The general supervision instruments (including monitoring, complaint and hearing resolution, etc.), used by the SEA, identify and correct IDEA noncompliance in a timely manner.**
- GS.II Systemic issues are identified and remediated through the analysis of findings from information and data collected from all available sources, including monitoring.**

### Overview of Virginia's Monitoring Systems

Virginia's monitoring of Part B is coordinated in monitoring systems that result in all eligible children with disabilities having an opportunity to receive a free appropriate public education in the least restrictive environment. It includes reviewing special education and related services in school divisions, local and regional jails, juvenile detention and correctional facilities, adult correctional facilities, private day and residential facilities, state schools for the deaf and blind, state hospital and rehabilitation programs, and nursing homes and any other placement of children with disabilities.

Monitoring Local Education Agencies. Virginia's Continuous Improvement Monitoring Process involves monitoring LEAs according to a six-year cyclical schedule. Each year 66 school divisions (one half) are involved in the monitoring process. Monitoring of LEAs includes reviewing records of eligible youth in local and regional jails and out-of-district placements. The review process is implemented in three phases. Although the State's monitoring in school divisions is based on a cyclical schedule, any district that is not scheduled to receive a review could be identified for monitoring based on an analysis of data and requests from the division superintendents.

Phase I of the monitoring process involves school divisions conducting a comprehensive self-assessment of each program, using a diverse committee that includes school administrators, teachers, parents, and other community representatives. With the department's guidance in conducting an effective self-assessment, school officials determine how best to implement the self-assessment process in their school divisions. The review team implements several monitoring activities to determine if the special education program meets all requirements. When it is determined that a requirement is not being met, a program improvement or corrective action plan is required. The program improvement plan must include the following: (1) identification of the unmet requirement; (2) specific corrective action taken or planned; (3) timelines for implementation; (4) person(s) responsible, and (5) the method to monitor compliance. The review process is used to develop strategies for program improvement and improved student achievement. When it is determined that a requirement is not being met, corrections must be implemented in a timely manner. The self-assessment instruments are provided and informational forums to facilitate the review process. A state monitoring specialist is assigned to each LEA as a resource to help guide the review process, and makes recommendations regarding development of the program improvement plan. The self-assessments and program improvement plans are due to the VDOE by May 15.

Phase II of the monitoring process requires the state's review of school divisions' self-assessment reports and other relevant data including state assessments, dropout, special education child count, local plans and funding applications, policies and procedures, complaints and due process, mediation, previous monitoring and follow-up reports, and teacher licensure. A school division profile is developed to determine the schools for visitation and the scope and intensity of the review. Generally, schools are selected to cover all grade levels and include charter schools and regional programs. The focus of the review is primarily on requirements that tend to be more closely related to student achievement and requirements that were more frequently cited in noncompliance the previous three years. The review includes several interviews (central office, building administrators, special and general education teachers, support staff, parents and students); student record reviews, school/facilities tours, classroom visitations, and a public meeting. A sampling of student records includes students who have been placed out- of- district and those receiving services in local and regional jails. Student records are randomly selected and covers the disability categories. The reviewer may request the school official to select certain records. The review begins with a public meeting coordinated by the local advisory committee. Parents' comments are recorded and are used to help guide the review process.

## Virginia Part B Annual Performance Report Status of Program Performance

### Section 1 - Baseline/Trend Data (for reporting period July 1, 2003 through June 30, 2004):

#### Monitoring, continued

The reviewers verify that school divisions have corrected the noncompliance or concerns identified in the self-assessments. The school division is given no more than one year to make all corrections. If it is determined that the corrections have not been made, the report is provided to the division superintendent along with any other noncompliance finding. Generally the reviews are scheduled for three to four days and are conducted by a team of two or three monitoring specialists. A preliminary oral report is provided to the division superintendent and his/her designees at the conclusion of the review. A written report is provided in four to six weeks, which identifies all unmet requirements, a description of the finding, a prescription for correcting the noncompliance, and timeline(s) for implementation.

Phase III of the monitoring process involves continued verification that each school division has corrected all areas of noncompliance in the self-assessment and from the state's on-site review. The verification process continues until it is determined that the school division has successfully implemented all requirements and there is evidence of program improvement. Verification activities include requests for some additional documentation, further clarification of certain issues, or an on-site review of the issue(s). Sanctions are imposed when a school division consistently fails to make corrections. The monitoring specialists track implementation of program improvement plans to ensure all noncompliance findings are corrected in a timely manner, not to exceed one year.

Monitoring out-of-district placements. Virginia has 72 licensed private day schools for children with disabilities in operation. These schools receive on-site monitoring once each three years with unannounced visits if the need is determined. About 30 of the schools are reviewed each year. If they meet the required standards for licensure, a new license is issued for a three-year period. When noncompliance is identified a corrective action plan is required, and there is follow-up to ensure implementation.

The Interdepartmental Regulation Program is the monitoring system used to review the two state schools for the deaf and blind, 125 private residential facilities, 8 juvenile detention and 45 correctional facilities, and 4 state hospital programs, and one rehabilitation program. The Interdepartmental Program is a joint effort of the Departments of Education; Juvenile Justice; Mental Health, Mental Retardation and Substance Abuse Services; and Social Services to cooperatively regulate most of Virginia's public and private sector children's residential facilities. VDOE monitors the educational services and serves as lead regulatory agency for 36 facilities. The reviews include student and staff record reviews, classroom and building observations, and student and teacher interviews. Corrective action plans are required when noncompliance is identified. Follow-up activities to verify implementation of corrective plans are coordinated with annual unannounced visits and investigations of complaints and incidents.

Academic Reviews. The Academic Review process is used in school divisions and schools having difficulty reaching targeted levels of academic performance and specific SOL goals. The reviews are designed to help schools identify and analyze instructional and organizational factors affecting student achievement. The focus of the review process is on the systems, processes, and practices that are being implemented at the school and division levels. Specifically, information is gathered that relates to the alignment of the local curriculum with state learning standards, use of time and school scheduling practices, use of data to make instructional and planning decisions, professional development opportunities provided for staff, school improvement planning, implementation of an instructional method or model/program, organizational systems and processes and school culture. Each review team includes at least one specialist from the State's Special Education Training/Technical Assistance Center or some other knowledgeable person about special education (usually former directors of special education) that reviews services to students with disabilities. When there is concern that a school is in noncompliance with IDEA, the matter is reported to the special education monitoring unit for follow up. A district's special education monitoring may be coordinated with its Academic Review. Data collected through the Academic Review process is a valuable data source that helps to guide special education compliance monitoring.

#### Number of programs monitored July 1 2003 through June 30, 2004

- 22 LEAs submitted self-assessments and each received an on-site review; follow-up visits completed from the previous performance year
- 38 private special education day schools for students with disabilities
- 48 private children's residential facilities
- 16 state-operated programs

## Virginia Part B Annual Performance Report Status of Program Performance

**Section 1 - Baseline/Trend Data** (for reporting period July 1, 2003 through June 30, 2004):

### Monitoring

**Data Source: Monitoring Documents** (Tracking logs, monitoring reports to LEAs and follow-up reports)

**Table 1 – The Monitoring Process**

Self-Assessment Process and Corrections					State's On-Site Monitoring, Verification and Follow-Up				
Self-assessment cycle	# of LEAs expected to complete & no. that completed self-assessments	# of LEAs that completed self-assessments	# of LEAs that submitted improvement/corrective action plans	# of LEAs that made all corrections of noncompliance from self-assessments in one year		# of LEAs that received on-site verification visits and monitoring by VDOE monitoring team	# of LEAs cited in non compliance on additional requirements during the State's on-site visits	# monitoring reports issued in 4 to 6 weeks following State's on-site visits	# of LEAs that made corrections of noncompliance identified by the State in one year
2000-2001	22	22	22	16 83%		22	19	18	15 72%
2001-2002	22	22	22	17 77%		22	17	20	19 86%
2002-2003	22	22	22	19 86%		22	20	18	21 95%

2003-2004 LEAs have not completed the monitoring process

Table 1 shows that VDOE is consistent in keeping school divisions on schedule according to a six-year cycle. The data show that LEAs are not making all corrections of noncompliance identified in their self-assessments or the noncompliance identified from the State's on-site reviews within one year; however, the data show improvements each year. A newly implemented tracking system, increased state involvement in the self-assessment process, and sanctions should address the matter. The chart shows that monitoring reports are generally provided to division superintendents within four to six weeks following the on-site reviews, which helps to facilitate prompt corrections of noncompliance findings.

## Virginia Part B Annual Performance Report Status of Program Performance

### Section 1 - Baseline/Trend Data (for reporting period July 1, 2003 through June 30, 2004):

#### Data Source: LEA Self-assessments and VDOE's Monitoring reports

Noncompliance from the State's Improvement Plan dated Oct. 2002 addressed noncompliance that was determined from the State's self-assessment. OSEP's April 6, 2004, letter concluded that the State's documentation demonstrated that the State had completed the required corrective actions for all but two areas of noncompliance. OSEP's letter further verified that the State submitted additional documentation on June 2, 2004, that indicated that the State had completed the activities it identified in its Improvement Plan to address both of those areas of noncompliance. VDOE continued to focus its monitoring on the identified requirements to ensure maintenance of the effort. The requirements were communicated to all LEAs as frequently cited requirements for self-assessment and posted on VDOE's Web site. LEAs were directed to available technical assistance resources.

**TABLE 2: Current Analysis of Findings Reported in Virginia's October 2002 Improvement Plan**

22 School Divisions Monitored July 1, 2003-June 30, 2004 Noncompliant Findings	*LEA – identified noncompliance or concern in self-assessments *VDOE – cited in noncompliance during on-site reviews		
	*LEA	*VDOE	Status of Corrections
All children with disabilities across all categories and severities of disabilities, who required extended school year (ESY) services as part of FAPE received them (§300.309(a)(3)(i))	1	1	Both LEAs provided ESY but limited to particular categories of disability. Staff have received inservice and VDOE's ESY document, Corrections made; however, VDOE will continue to follow up with LEAs.
A continuum of alternative placement options must be provided (§300.551)	1		LEA has made the correction; however, VDOE will continue to follow up.
Children with disabilities must be served in a program with age-appropriate peers (§300.552)		2	Corrections have been made; however, VDOE will continue to follow up.
Functional behavioral assessments and behavior plans for students with disabilities who require them (§§300.346(a)(2)(i) and (c), 300.520(b)(1))	6	0	Corrections have been made, however; VDOE will continue to follow up.
Conducting timely evaluations and reevaluations (Part B) (§300.600)	12	0	In no case were children waiting for services. Nine LEAs made corrections, 3 have not but are within the one year timeline for corrections. Quarterly progress reports required of LEAs.
Timely initial evaluations for children transitioning from Part C early intervention services to Part B and timely reevaluations for preschool-aged children with disabilities (§300.536(b))	4	0	Corrections have been made. VDOE will continue to follow up.
Inviting students to IEP meetings to discuss transition services (§300.344(b)(1)). Transition services based on students' individual needs and preferences (§300.29(a)(2))	3	1	Corrections have been made. VDOE will continue to follow up. Each LEA is involved in the state's secondary transition project.

Table 2 reveals the need for continued focus on the identified requirements in all phases of the monitoring process. Six of 22 LEAs monitored in 2003-2004 reported noncompliance or concern with functional behavioral assessments and behavior plans, 12 LEAs reported problems with timely evaluations and reevaluations of Part B students, four LEAs found problems meeting timely initial evaluations for children transitioning from Part C to Part B, four LEAs were not consistent in inviting students to IEP meetings to discuss transition services and transition services based on students' individual needs and preferences. Two LEAs were cited for failure to provide ESY across all categories and severities of disabilities. Ongoing monitoring is needed in the following areas to ensure statewide compliance: functional behavioral assessments and behavior plans for students with disabilities, conducting timely evaluations (Part B), timely evaluations for children transitioning from Part C to Part B and timely reevaluations for preschoolers, and transition services to ensure students are invited to IEP meetings when transition is being discussed and transition services are based on students' individual needs and preferences. Each LEA made corrections in less than one year, except two LEAs that continue to be within the one year time period.

## Virginia Part B Annual Performance Report Status of Program Performance

### Section 1 - Baseline/Trend Data (for reporting period July 1, 2003 through June 30, 2004):

**TABLE 3: Monitoring Results for a Free Appropriate Public Education in the Least Restrictive Environment**

2001-2002 FAPE in the LRE Requirements	Number of Requirements	Number of Requirements X 22 LEAs	Number of Requirements Met	Percentage of Requirements Met
Evaluation & eligibility determination §300.530-536	25	550	485	88%
Determination of services §300-534	3	66	63	95%
Provision of FAPE §300.300	3	66	66	100%
IEP §300.340-349	25	550	447	81%
ESY §300.309	3	66	60	91%
Discipline §300.520-529; 300.121(d)	14	308	287	93%
LRE §300.550-.555	8	176	156	89%
2002-2003 FAPE in the LRE Requirements	Number of Requirements	Number of Requirements X 22 LEAs	Number of Requirements Met	Percentage of Requirements Met
Evaluation & eligibility determination §300.530-536	25	550	487	88%
Determination of services §300-534	3	66	62	94%
Provision of FAPE §300.300	3	66	62	94%
IEP §300.340-349	25	550	483	88%
ESY §300.309	3	66	61	92%
Discipline §300.520-529; 300.121(d)	14	308	290	94%
LRE §300.550-.555	8	176	164	90%
2003-2004 FAPE in the LRE Requirements	Number of Requirements	Number of Requirements X 22 LEAs	Number of Requirements Met	Percentage of Requirements Met
Evaluation & eligibility determination §300.530-536	25	550	523	91%
Determination of services §300-534	3	66	66	100%
Provision of FAPE §300.300	3	66	64	94%
IEP §300.340-349	25	550	492	89%
ESY §300.309	3	66	65	93%
Discipline §300.520-529; 300.121(d)	14	308	291	94%
LRE §300.550-.555	8	176	166	92%

Table 3 provides the percentage of requirements met by 66 out of 132 school divisions (50%) monitored from 2001-2004. The table shows that not all school divisions were meeting the requirements. The state has verified corrections of identified noncompliance in all school divisions monitored in 2001-2003 and is currently verifying corrections in LEAs that were monitored in 2004. The data show several areas needing improvement and areas of more significant concern. Further analysis of the data is needed to determine the specific requirements that were not being met by the 66 LEAs. The areas needing improvement include evaluation and eligibility determination, provision of FAPE, IEP, discipline, and LRE.

#### **Data Source: Monitoring reports**

The requirements represent the primary areas of concentration during the on-site reviews. The self-assessment process, however, requires a review of all state and federal requirements as outlined in the *Regulations Governing Special Education Programs for Children with Disabilities in Virginia*.

## Virginia Part B Annual Performance Report Status of Program Performance

**Section 1 - Baseline/Trend Data** (for reporting period July 1, 2003 through June 30, 2004):

**Identifying Systemic Issues (Frequently Cited Requirements) Through the Analysis of Findings From All Sources:**

Further analysis of monitoring data for the areas reported in Table 3 revealed the specific areas in need of improvements. A review of complaints, due process, and mediation data did not reveal any additional areas.

- ☐ referral to sped administrator in five business days
- ☐ 65-day eligibility timeline for transitioning preschoolers and Part B students
- ☐ prior notice when a child transfers from another state
- ☐ written copy of evaluation report to parent in two business days
- ☐ notice regarding any IEP meeting
- ☐ IEPs developed in 30 days
- ☐ IEP content--statement of present levels of educational performance; statement of measurable annual goals; how nonparticipation in state assessment will impact the child's promotion, graduation or other matters
- ☐ Functional behavior assessments and behavior intervention plans
- ☐ Secondary transition
- ☐ Participation of regular education teacher in IEP meetings
- ☐ LRE-Children served with age appropriate peers, placement decisions
- ☐ Child find, 60-day screening

The data show the need for continued monitoring and targeted technical assistance. The frequently cited requirements are the primary focus at the state's monitoring institutes, held in July/August for the school divisions entering the monitoring process. They were also identified to all LEAs with a request to review the requirements in their school divisions to ensure compliance. Failure to meet timeline requirements is generally identified in LEAs' self-assessments. Administrators report insufficient staffing as the primary reason for noncompliance and emergency situations that cause delay in scheduling or having to reschedule.

Each identified requirement continues to be among the primary focus areas of the State's on-site reviews. Other issues include ESY, LRE and assistive technology. These areas are included to continue heightened awareness among local administrators and staff.

Further analysis revealed the need to target technical assistance to three LEAs monitored in 2003-2004 that identified 10 or more noncompliance findings in critical areas of their self-assessments, and the state's monitoring team identified additional noncompliance. Technical assistance is coordinated through the agency's special education specialists and the State's special education Training and Technical Assistance Centers. Each school division cited in the areas of transition was referred to the coordinator of the state's secondary transition projects. In addition to compliance reviews, these school divisions received Academic Reviews because of failure to meet the State's accrediting standards. Each Academic Review included at least one person with special education experience and knowledge to review services to students with disabilities in an effort to improve academic achievement.

**Data Source: Monitoring self-assessments and the State's on-site reviews for 66 school divisions monitored in 2001-2004  
Complaints, due process, and mediation data reports 2003, 2004**



## Virginia Part B Annual Performance Report Status of Program Performance

Sections 2-6 <b>Monitoring</b>					
<b>GS.I The general supervision instruments and procedures (including monitoring, complaint and hearing resolution, etc.), used by the SEA, identify and correct IDEA noncompliance in a timely manner.</b>					
Monitoring System					
Target(s) (Section 2)	Progress / Slippage (Section 3)	Projected Target(s) (Section 4)	Activities (Section 5)	Timelines (Section 6)	Resources (Section 6)
<i>July 1, 2003 through June 30, 2004</i>		<i>July 1, 2004 through June 30, 2005</i>			
<p>Each year 1/6 (22) of the school divisions will conduct comprehensive self-assessments and develop program improvement plans that address identified noncompliance and will receive on-site monitoring by the State's monitoring specialists.</p> <p>Full study reviews will be conducted in all state-operated programs and private schools over a three-year period or prior to the expiration date of the schools' certificates to operate.</p> <p>Effective follow-up activities will ensure correction of all noncompliant findings in a timely manner, not to exceed one year.</p>	<p>Received OSEP's verification letter of the State's compliance with all unmet requirements identified in the State Improvement Plan, Oct. 2002. However, the data for the current performance year show the State continues to have problems ensuring compliance with FBA and behavior plans for students who require them. Four out of 22 LEA self-assessment reports revealed problems meeting evaluation and reevaluation timelines for Part B preschoolers. The noncompliance was determined after revisions were made to the self-assessment instrument and specific guidance to districts to conduct the assessment.</p>	<p>Monitoring activities are progressing as scheduled: 22 LEAs that completed self-assessments the previous year are getting on-site reviews; follow-up activities to ensure corrections in previously cited LEAs; 22 LEAs moving along with their self-assessments for submission to the State in May 2005.</p> <p>Maintain coordination with the Office of School Accreditation to ensure special education representation on Academic Review Teams and follow up on any noncompliance issues related to IDEA requirements.</p>	<p>Identify all frequently cited requirements, communicate to LEAs, post on Website, and identify resources available for technical assistance, and target technical assistance to specific school divisions needing improvement.</p> <p>Offer monitoring informational forums for LEAs entering Phase I (self-assessment) of the monitoring process.</p> <p>Continue to implement cyclical monitoring schedules and direct monitoring to LEAs in need of on-going monitoring.</p> <p>Support LEAs in their improvement efforts through each phase of the monitoring system through technical assistance and guidance documents.</p>	<p>July 2004 through June 30, 2005</p>	<p>State's regional technical assistance teams and the State's Training and Technical Assistance Centers (T/TAC)</p> <p>VDOE Offices: Teacher Licensure, School Improvement, Special Education and Student Services, Assessment, Information Systems, Title I</p> <p>Mid-South Regional Resource Center</p> <p>National Center for Special Education Accountability Monitoring (NCSEAM)</p> <p>LRE Community of Practice</p> <p>OSEP</p>

## Virginia Part B Annual Performance Report Status of Program Performance

Sections 2-6 <b>Monitoring</b>					
Monitoring System					
Target(s) (Section 2)	Progress / Slippage (Section 3)	Projected Target(s) (Section 4)	Activities (Section 5)	Timelines (Section 6)	Resources (Section 6)
<i>July 1, 2002 through June 30, 2003</i>		<i>July 1, 2003 through June 30, 2004</i>			
	<p>Completed all scheduled on-site monitoring and received corrective action plans where needed and conducted follow-up activity to ensure timely corrections.</p> <p>There was an increase in the number of LEAs that made all corrections of noncompliant findings in self-assessments and monitoring reports issued by VDOE.</p> <p>VDOE continues to draft monitoring reports to LEAs in a timely manner, four to six weeks.</p> <p>Systemic issues were identified from monitoring, complaints, due process, and mediation data. The data revealed the need for targeted statewide technical assistance and continued monitoring of issues to ensure statewide compliance.</p>	<p>Revise the current monitoring system to continuous improvement and focus monitoring.</p> <p>Maintain use of effective instruments and procedures to identify and correct IDEA noncompliance in a timely manner, not to exceed one year.</p> <p>Implement a system to follow up with SEAs in other states that have Virginia out-of-state placements. Request monitoring reports of the facilities for review and follow up as needed to ensure FAPE.</p>	<p>Develop a tracking system to facilitate timely corrections of all noncompliance reported in LEAs' self-assessments.</p> <p>Develop a work plan to revise the monitoring system to continuous improvement and focus monitoring. Identify stakeholder group. Make contact with the MSRRC and the NCSEAM.</p> <p>Make necessary revisions to monitoring instruments to comply with IDEA 2004.</p>		

## Virginia Part B Annual Performance Report Status of Program Performance

**Section 1 - Baseline/Trend Data** (for reporting period July 1, 2003 through June 30, 2004):

### Dispute Resolution

- GS.I** The general supervision instruments (including monitoring, complaint and hearing resolution, etc.), used by VDOE, identify and correct IDEA noncompliance in a timely manner.
- GS.II** Systemic issues are identified and remediated through the analysis of findings from information and data collected from all available sources, including monitoring.
- GS.III** Complaint investigations, mediations, and due process hearings and reviews are completed in a timely manner.

**Attachment 1 – Dispute Resolution – Complaints, Mediations, and Due Process Hearings Baseline/Trend Data**

Ia: Formal Complaints								
(1) July 1, 2003 - June 30, 2004 (or specify other reporting period: ___/___/___ to ___/___/___)	(2) Number of Complaints	(3) Number of Complaints with Findings	(4) Number of Complaints with No Findings	(5) Number of Complaints not Investigated – Withdrawn or No Jurisdiction	(6) Number of Complaints Set Aside Because Same Issues being Addressed in a Due Process Hearing	(7) Number of Complaints with Decisions Issued within 60 Calendar Days	(8) Number of Complaints Resolved beyond 60 Calendar Days, with a Documented Extension	(9) Number of Complaints Pending as of: <u>9/30/04</u> (enter closing date for dispositions)
<b>TOTALS</b>	169	51	62	31+25 ERS*	12	57	55**	0

\*ERS: Early Resolution System encourages parties to resolve the issues within 10 days of VDOE notifying LEA of the complaint.

\*\*One complaint decision exceeded the timeline without an extension.

Ib: Mediations					
(1) July 1, 2003 - June 30, 2004 (or specify alternate period: ___/___/___ to ___/___/___)	Number of Mediations		Number of Mediation Agreements		(6) Number of Mediations Pending as of: <u>9/30/04</u> (enter closing date for dispositions)
	(2) Not Related to Hearing Requests	(3) Related to Hearing Requests	(4) Not Related to Hearing Requests	(5) Related to Hearing Requests	
<b>TOTALS</b>	94	41	69	27	0

Ic: Due Process Hearings					
(1) July 1, 2003 - June 30, 2004 (or specify alternate period: ___/___/___ to ___/___/___)	(2) Number of Hearing Requests	(3) Number of Hearings Held (fully adjudicated)	(4) Number of Decisions Issued within Timeline under 34 CFR §300.511	(5) Number of Decisions within Timeline Extended under 34 CFR §300.511(c)	(6) Number of Hearings Pending as of: <u>9/30/04</u> (enter closing date for dispositions)
<b>TOTALS</b>	127	31	9	11	4*

\*Pending as of 12/31/04: 2

Data Source: 2003 –2004 Annual Report of the Dispute Resolution System and Administrative Services, Virginia Department of Education, Office of Dispute Resolution and Administrative Services.

## Virginia Part B Annual Performance Report Status of Program Performance

**Section 1 - Baseline/Trend Data** (for reporting period July 1, 2003 through June 30, 2004) **continued:**
**TABLE 4: Dispute Resolution in General Supervision**

Complaints and Due Process CAP and IP Implementation and Follow-up		
Complaints	2002 – 2003	2003 - 2004
Timely correction of IDEA noncompliance identified by complaints decisions	<p>66* CAPs were issued and approved. Follow-up activities to ensure implementation resulted in the following number of files being closed, with all follow-up CAP activities concluded, by the dates indicated:</p> <ul style="list-style-type: none"> <li>March 30, 2004: 8</li> <li>September 30, 2004: 54</li> <li>November 30, 2004: 4</li> </ul> <p>* number corrected from 2002-2003 APR</p>	<p>56 CAPs were issued and approved. Follow-up activities to ensure implementation resulted in the following number of files being closed, by the dates indicated:</p> <ul style="list-style-type: none"> <li>September 30, 2004: 2</li> <li>December 31, 2004: 4</li> <li>January 15, 2005: 2 (48 pending; action initiated on 7)</li> </ul> <p>Expected closure date for all CAPS: May 1, 2005</p>
Due Process	2002 - 2003	2003 - 2004
Timely Due Process Hearings and Timely Implementation of Hearing Decisions	<p>100 Implementation Plans (IPs) were required. Follow-up activities to ensure implementation resulted in the following number of files being closed by:</p> <ul style="list-style-type: none"> <li>March 30, 2004: 8</li> <li>September 30, 2004: 54</li> <li>November 30, 2004: 4</li> <li>January 15, 2005: 9 pending, of which 3 are in litigation. The remaining 6 will be completed by March 1, 2005.</li> </ul>	<p>125 Implementation Plans (IPs) were required. Follow-up activities to ensure implementation resulted in the following number of files being closed by:</p> <ul style="list-style-type: none"> <li>September 30, 2004: 68</li> <li>December 31, 2004 : 8</li> <li>January 15, 2005 : 49 pending follow-up activities. Expected completion date: June 30, 2005.</li> </ul>

**Data Source:** *Annual Report of the Dispute Resolution System and Administrative Services (Due Process Hearing System, Mediation Services, Complaints Resolution System, Administrative Services)*

The Office of Dispute Resolution and Administrative Services utilizes a system to review implementation of complaint Corrective Action Plans (CAPs) and due process hearing Implementation Plans (IPs). In VDOE's Continuous Improvement Monitoring Program (CIMP) reports of June 30, 2003 and November 24, 2003, ODR/AS included a description of its procedures, templates for correspondence and electronic tracking logs.

**Virginia Part B Annual Performance Report  
Status of Program Performance**

Sections 2-6					
Dispute Resolution					
Target(s) (Section 2)	Progress / Slippage (Section 3)	Projected Target(s) (Section 4)	Activities (Section 5)	Timelines (Section 6)	Resources (Section 6)
July 1, 2003 through June 30, 2004		July 1, 2004 through June 30, 2005			
Complaint investigations, mediations, and due process hearings and reviews will be completed in a timely manner.	<p>Analysis of VDOE's tracking system indicates these activities are completed in a timely manner. Data are summarized in the ODR/AS Annual Report.</p> <p>The June 30, 2003 CIMP report and the November 24, 2003 final CIMP reports noted that VDOE corrected issues identified in VDOE's CIMP. Activities specified in VDOE's APR will ensure continued compliance with the conditions of the final CIMP report.</p> <p>ODR/AS team completed the work plan for developing a guidance document for hearing officers.</p>	Maintain	<p>Maintain supervision instruments, procedures, and electronic tracking logs for dispute resolution systems to include the tracking log to monitor 45-day hearing timelines; monitoring hearing officers' management of timelines; and reviewing weekly active files to ensure extensions are documented.</p> <p>Annual training is provided for hearing officers, with emphasis on timelines, including assignment of mentors and completion of performance measures to ensure compliance.</p> <p>Complete development of a guidance document for hearing officers on management of timelines for conducting due process hearings.</p>	July 1, 2004 – June 30, 2005	Office of Dispute Resolution and Administrative Services Staff

**Virginia Part B Annual Performance Report  
Status of Program Performance**

Sections 2-6, continued					
Dispute Resolution, continued					
Target(s) (Section 2)	Progress / Slippage (Section 3)	Projected Target(s) (Section 4)	Activities (Section 5)	Timelines (Section 6)	Resources (Section 6)
1, 2003 through July June 30, 2004		July 1, 2004 through June 30, 2005			
Ensure noncompliances identified in complaints and due process decisions are corrected in a timely manner.	Analysis of VDOE's tracking system indicates these activities are completed in a timely manner. Data are summarized in the ODR/AS Annual Report.	Maintain	Maintain supervision instruments and procedures, to include a monthly review of tracking logs for each program in the dispute resolution system, to ensure timely corrections of noncompliance findings.	July 1, 2004 – June 30, 2005	Office of Dispute Resolution and Administrative Services Staff
Increase consumer understanding of conflict resolution.	VDOE's ODR/AS team, including stakeholders, completed a draft Alternative Dispute Resolution Guide for parents and other consumers. The draft was sent to VDOE and field reviewers for review.	Maintain	Complete the Alternative Dispute Resolution Guide.  Continue to provide information on dispute resolution to parents and other consumers.	July 1, 2004 – June 30, 2005	Office of Dispute Resolution and Administrative Services Team

**Virginia Part B Annual Performance Report  
Status of Program Performance**

Sections 2-6, continued					
Dispute Resolution, continued					
Target(s) (Section 2)	Progress / Slippage (Section 3)	Projected Target(s) (Section 4)	Activities (Section 5)	Timelines (Section 6)	Resources (Section 6)
1, 2003 through July June 30, 2004		July 1, 2004 through June 30, 2005			
Address trends of IDEA noncompliance.	The 2003-04 Annual Report was significantly expanded to include data from the mediation system; comparison of data to previous years; analysis of data and identification of trends, and identification of initiatives.	Maintain	Develop work plan through service agreement with the Alliance for Systems Change/Mid-South Regional Resource Center (MSSRC) to address noncompliance issues related to IEP implementation.	July 1, 2004 June 30, 2005	Office of Dispute Resolution and Administrative Services Staff  MSSRC

## Virginia Part B Annual Performance Report Status of Program Performance

**Section 1 – Baseline/Trend Data** (for reporting period July 1, 2002 through June 30, 2003):

### Personnel

**GS.IV** There are sufficient numbers of administrators to meet the identified educational needs of all children with disabilities in Virginia.

Each school division in Virginia has a local director of special education. This person is responsible for coordinating all aspects of the provision of FAPE in the LRE to students with disabilities in the school division. Many divisions also employ additional central office staff or non-instructional staff to assist with the provision of FAPE in the LRE.

**Sections 2-6**

### Special Education Personnel - Administrators

Target(s) (Section 2)	Progress / Slippage (Section 3)	Projected Target(s) (Section 4)	Activities (Section 5)	Timelines (Section 6)	Resources (Section 6)
July 1, 2003 through June 30, 2004		July 1, 2004 through June 30, 2005			
Maintain the standard of one local director of special education in each school division.	All local director positions were filled during the 2002-2003 school year.	Maintain the standard of one local director of special education in each school division.	Maintain standard of one local director of special education in each school division.	July 2003 through June 2004	VDOE Special Education Technical Assistance personnel
Provide annual training for new directors.		Provide annual training for new directors.	Provide annual training for new directors at the Special Education Directors Academy.		



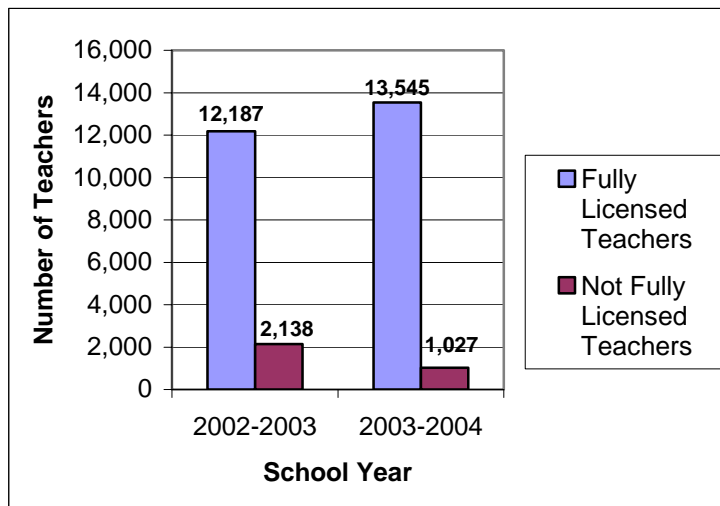
## Virginia Part B Annual Performance Report Status of Program Performance

### Section 1 - Baseline/Trend Data (for reporting period July 1, 2003 through June 30, 2004):

#### Personnel

**GS.IV** There are sufficient numbers of teachers to meet the identified educational needs of all children with disabilities in Virginia.  
Promote and increase the supply of qualified special educators who are endorsed in the special education area assigned.

**TABLE 13: Number of Special Education Teachers, Fully Licensed and Not Fully Licensed, in Virginia**



**Data Sources:** *Table 2, Personnel (In Full-Time Equivalency of Assignment) Employed to Provide Special Education and Related Services for Children with Disabilities*

In Virginia, personnel are considered to be fully qualified for their assigned positions when holding a current five-year, renewable license with endorsements in the area for the position assigned or appropriate credentials from other credentialing boards or organizations. A five-year, renewable license includes the Collegiate Professional License or the Postgraduate Professional License issued by the Virginia State Board of Education.

During the 2002-03 school year, 12,187 special education teachers were fully licensed (93%) and 2,138 teachers were not fully licensed (7%). During the 2003-2004 school year, 13,545 special education teachers were fully licensed (85%) and 1,027 special education teachers were not fully licensed (15%).

### Virginia Part B Annual Performance Report Status of Program Performance

Sections 2-6					
Special Education Personnel - Teachers					
Target(s) (Section 2)	Progress / Slippage (Section 3)	Projected Target(s) (Section 4)	Activities (Section 5)	Timelines (Section 6)	Resources (Section 6)
July 1, 2003 through June 30, 2004		July 1, 2004 through June 30, 2005			
<p>Increase the number and percent of fully licensed special education teachers in Virginia.</p> <p>Decrease the number and percent of not fully licensed special education teachers in Virginia.</p> <p>Local school boards shall strive to employ licensed instructional personnel qualified in the relevant endorsement area. Additionally, all approved plans for the Comprehensive System of Personnel Development (CSPD) submitted by local school divisions, as part of the annual plan, will include goals, objectives and measures of impact for the recruitment, preparation, and retention of qualified personnel.</p>	<p>From 2002-2003 to 2003-2004, the number of fully licensed special education teachers in Virginia increased and the percentage of fully licensed teachers increased.</p> <p>The number of not fully licensed special education teachers in Virginia decreased and the percentage of not fully licensed special education teachers in Virginia decreased.</p>	Maintain previous target.	Maintain early recruitment initiatives for special education targeting high school and college students and adults seeking a career change.	July 2003 through June 2004	<p>IDEA Part B funds approved for special educator recruitment and retention initiatives</p> <p>IDEA Part C funds approved for early childhood special educator recruitment and retention initiatives</p> <p>General Assembly funds for special education approved for special educator recruitment and retention initiatives</p> <p>State Improvement Grants funds approved for special educator recruitment and retention initiatives</p>
			Assist collaborative programs, including tuition assistance programs, for each special education endorsement area.		
			Support the <i>Become One</i> initiative including membership for all school divisions to access a national teacher recruitment database for special education, recruitment website, public service announcements, and live call center.		
			Support a five-year Interstate Agreement Contract with 44 states and the District of Columbia for licensure reciprocity.		
			Enforce the requirement for teacher recruitment and retention activities for each local education agency's CSPD plan as part of the Annual Plan.		
			Support the Pathways model for special education endorsement for paraprofessionals.		
			Support the Governor's recruitment initiative, the Great Virginia Teach-In.		
			Support state supported mentoring and clinical faculty programs.		
			Create a reporting mechanism to determine if sufficient numbers of teachers meet the identified educational needs of all children with disabilities in the state as determined by caseload requirements.		

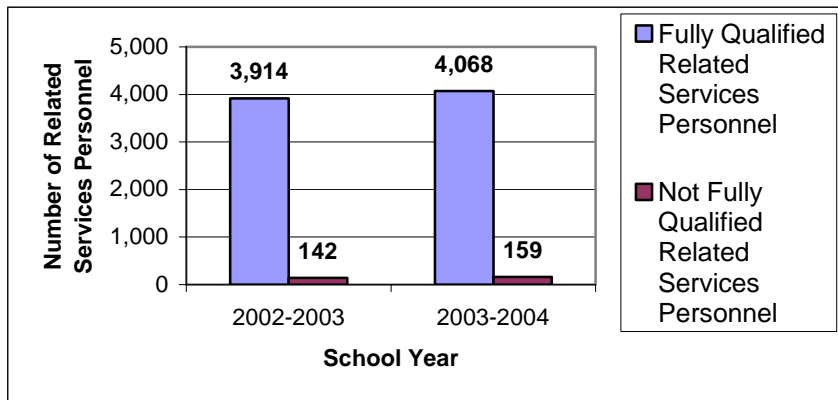
## Virginia Part B Annual Performance Report Status of Program Performance

### Section 1 - Baseline/Trend Data (for reporting period July 1, 2003 through June 30, 2004):

#### Personnel

**GS.IV** There are sufficient numbers of related service providers to meet the identified educational needs of all children with disabilities in Virginia.

**TABLE 5: Number of Related Services Providers in Virginia**



**Data Source:** Table 2, *Personnel (In Full-Time Equivalency of Assignment) Employed to Provide Special Education and Related Services for Children with Disabilities*

These data represent the number of full time equivalent personnel reported in Table 2, *Personnel (In Full-Time Equivalency of Assignment) Employed to Provide Special Education and Related Services for Children with Disabilities*. Totals reported here are for vocational education teachers who provide special education or related services, physical education teachers who provide special education or related services, work study coordinators, psychologists, school social workers, occupational therapists, audiologists, recreation therapists, diagnostic and evaluation staff, physical therapists, counselors and supervisor/administrators. These totals do not include teacher aides, rehabilitation counselors, interpreters, and other professional and non-professional staff.

During the 2002-2003 school year, 3,914 related services providers were fully qualified and 142 were not fully qualified. During the 2003-2004 school year, 4,068 related services providers were fully qualified and 159 were not fully qualified.

**Virginia Part B Annual Performance Report  
Status of Program Performance**

Sections 2-6					
Special Education Personnel – Related Services					
Target(s) (Section 2)	Progress / Slippage (Section 3)	Projected Target(s) (Section 4)	Activities (Section 5)	Timelines (Section 6)	Resources (Section 6)
July 1, 2003 through June 30, 2004		July 1, 2004 through June 30, 2005			
Increase the number and percent of fully qualified related services providers in Virginia.	From 2002-2003 to 2003-2004, the number of fully qualified related services providers in Virginia increased and the percentage of fully qualified related services providers remained virtually the same.	Maintain previous target.		July 2004 through June 2005	
Decrease the number and percent of not fully qualified related services providers in Virginia.	The number of not fully qualified related services providers in Virginia increased slightly and the percent of not fully qualified related services providers in Virginia increased slightly.				

## Virginia Part B Annual Performance Report Status of Program Performance

**Section 1 – Baseline/Trend Data** (for reporting period July 1, 2003 through June 30, 2004):

### Personnel

**GS.IV** There are sufficient numbers of paraprofessionals to meet the identified educational needs of all children with disabilities in Virginia.

In the 2002-03 school year, school divisions reported 7,534 paraprofessionals working with students with disabilities. In the 2003-04 school year, school divisions reported 8,614 paraprofessionals working with students with disabilities.

**Sections 2-6**

### Special Education Personnel - Paraprofessionals

Target(s) (Section 2)	Progress / Slippage (Section 3)	Projected Target(s) (Section 4)	Activities (Section 5)	Timelines (Section 6)	Resources (Section 6)
July 1, 2003 through June 30, 2004		July 1, 2004 through June 30, 2005			
Maintain the number of paraprofessionals working with students with disabilities.	The total number of paraprofessionals working with students with disabilities increased from 2002-2003 to 2003-2004.	Maintain previous target.	Future activities need to be determined for paraprofessionals.	July 2003 through June 2004	
Maintain training activities for paraprofessionals.					

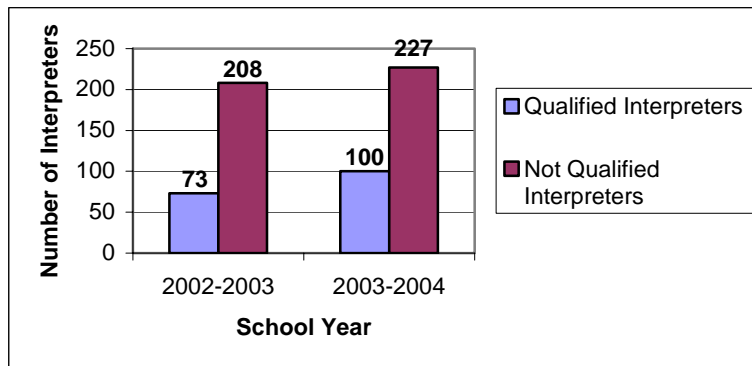
## Virginia Part B Annual Performance Report Status of Program Performance

### Section 1 - Baseline/Trend Data (for reporting period July 1, 2003 through June 30, 2004):

#### Personnel

**GS.IV** There are sufficient numbers of interpreters to meet the identified educational needs of all children with disabilities in Virginia.

**TABLE 6: Number of Interpreters in Virginia**



This indicator shows the number of sign language, cued speech, and oral interpreters or transliterators who meet the state's requirements for the position assigned compared with those interpreters who do not yet meet the state's requirements.

During 2002-2003, there were 73 qualified interpreters and 208 not qualified interpreters. In 2003-2004, there were a total of 327 educational interpreters in Virginia, an increase of 46 from the previous year. 100 (36%) met the state requirements and 227 (69%) did not.

Despite the availability of training grants, the number of qualified interpreters still remains only 31 percent of those in the assigned positions. Many have increased their VQAS level or have attained RID certification, but new interpreters are being hired with no qualifications.

### Sections 2-6

#### Special Education Personnel - Interpreters

Target(s) (Section 2)	Progress / Slippage (Section 3)	Projected Target(s) (Section 4)	Activities (Section 5)	Timelines (Section 6)	Resources (Section 6)
July 1, 2003 through June 30, 2004		July 1, 2004 through June 30, 2005			
Increase the percent of interpreters who meet qualification requirements.	There continues to be a shortage of fully qualified interpreters in Virginia.	Maintain previous target.	Continue interpreter training grants requiring individual interpreter training plans to match training to identified skill deficits.	July 2004 through June 2005	Part B funds will continue to be used.
			Convene task force to identify strategies to increase the number of qualified interpreters.		

**Virginia Part B Annual Performance Report  
Status of Program Performance**

**Section 1 - Baseline/Trend Data** (for reporting period July 1, 2003 through June 30, 2004):

**Personnel**

**GS.IV** There are sufficient numbers of other providers to meet the identified educational needs of all children with disabilities in Virginia.

All personnel providing special education and related services to students with disabilities are included in the previous performance indicators for this cluster area.

## Virginia Part B Annual Performance Report Status of Program Performance

**Section 1 - Baseline/Trend Data** (for reporting period July 1, 2003 through June 30, 2004):

### Data Reporting

**GS.V VDOE procedures and practices ensure collection and reporting of accurate and timely data.**

All data reports required for submission during the reporting period July 1, 2003 through June 30, 2004 were submitted by required timelines. Revised data were also submitted within OSEP required timelines.

Data on the amount of special education provided outside the regular classroom were collected in the December 1, 2004 Child Count. Data currently and historically reported reflect the amount of time students receive special education. These data are used in Virginia to generate state funding to school divisions and will continue to be collected. Preliminary review of data on the amount of special education provided outside the regular class collected in the December 1, 2004 Child Count, more accurately and more favorably reflect the level of inclusive service delivery models that are in place in school divisions in Virginia.

**Sections 2-6**

### Data Reporting for General Supervision

Target(s) (Section 2)	Progress / Slippage (Section 3)	Projected Target(s) (Section 4)	Activities (Section 5)	Timelines (Section 6)	Resources (Section 6)
This Reporting Period - July 1, 2003 through June 30, 2004		Next Reporting Period - July 1, 2004 through June 30, 2005			
Provide assistance as needed to school divisions to ensure required data are collected on prescribed schedule.	Reports are submitted in a timely manner.	Collect required data and meet reporting submission timelines.	Continue providing information on required data and reporting procedures to all school divisions and state operated program through training sessions.		
Edit and verify data in a timely manner to ensure accuracy of data.					
Meet all data submission timelines.					



**Part B Annual Performance Report  
Status of Program Performance**

**Cluster Area II: Early Childhood Transition**

**Question:** Are all children eligible for Part B services receiving special education and related services by their third birthday?

**State Goal** (for reporting period July 1, 2003 through June 30, 2004):

*All children in Part C who are eligible for Part B services are receiving special education and related services by their third birthday or, if they are two years old by the end of September, by the beginning of that school year.*

**Virginia Performance Indicator** (for reporting period July 1, 2003 through June 30, 2004):

**ECT.I** Track children referred from early intervention through the eligibility process to identify and correct noncompliance.

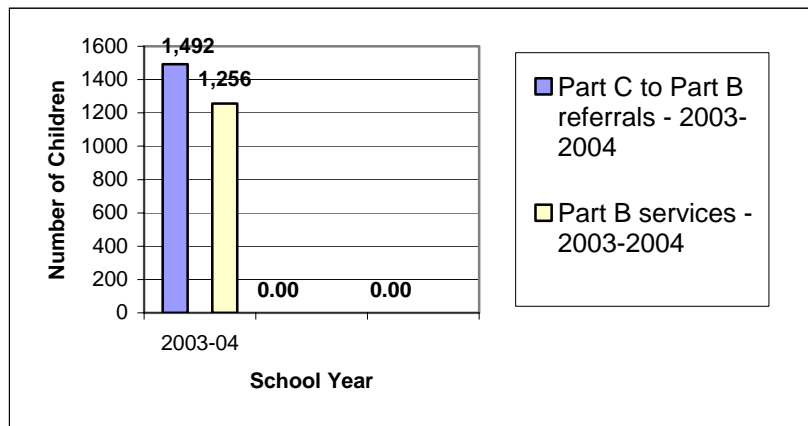
## Part B Annual Performance Report Status of Program Performance

### Section 1 - Baseline/Trend Data (for reporting period July 1, 2003 through June 30, 2004):

#### Early Childhood Transition

**ECT.I** Track children referred from early intervention through the eligibility process (including monitoring, mediation, complaints, and hearing resolutions) to identify and correct non-compliance.

**TABLE 1: Part C Referrals to Part B; Part B New 2-3 yo from Part C**



**Data Source: Table 1, Report of Children with Disabilities Receiving Special Education Under Part B, IDEA and Department of Mental Health, Mental Retardation, and Substance Abuse Services (DMHMRSAS), Part C office**

1492 students were referred for Part B services after being served under Part C are obtained from the Part C office. These students were referred and found eligible for services under Part B.

1255 students were reported as served under Part B as reported on the 619 Application Survey filled out by all school divisions. Survey responses reflect data on students reported on the December 1, 2003. Two year old preschoolers with active IEPs, new to the school division, referred from Part C, were reported.

Data comparing students referred from Part C to students served under Part B is being presented in the 2003-04 APR. Trend data will be available in the next APR.

#### **Data Source: Continuous Improvement Monitoring Program (CIMP) Reports**

The CIMP report of June 30, 2003 reports a compliance issue: conducting timely evaluations and reevaluations of Part B preschoolers transitioning from early intervention. Beginning March 1, 2003, VDOE revised the state's monitoring procedures to effectively determine whether LEAs were meeting the requirement regarding timely evaluations for children with disabilities who are transitioning from early intervention to Part B. VDOE's continuous improvement monitoring process determines compliance with this requirement.

## Part B Annual Performance Report Status of Program Performance

Sections 2-6					
Early Childhood Transition					
ECT.I Track children referred from early intervention through the eligibility process to identify and correct non-compliance.					
Early Childhood Transition					
Target(s) (Section 2)	Progress / Slippage (Section 3)	Projected Target(s) (Section 4)	Activities (Section 5)	Timelines (Section 6)	Resources (Section 6)
July 1, 2003 through June 30, 2004		July 1, 2004 through June 30, 2005			
All children transitioning from Part C are receiving timely evaluations.	Revisions were made to the self-assessment instrument and to the on-site monitoring instruments to determine whether all children transitioning from Part C are receiving timely evaluations.	Maintain	Federal monitoring requests data concerning referral, eligibility, and IEP development dates for referrals from Part C to Part B at on-site reviews. Analysis of data to check for timeline compliance.	July 2004-June 2005	Federal Program Monitoring staff, LEA staff, school division self-assessment and on-site review summaries from Federal Monitoring, 619 application survey
	Guidance and training were provided on how to address this issue through the self-assessment process.		Federal monitoring self-assessment addresses Part C to Part B transition. VDOE monitoring staff review divisions' responses to this requirement. Analysis of data to check for timeline compliance.		
	VDOE conducted 22 on-site monitoring visits and there were any non-compliance findings in this area. Four LEAs conducting self-assessments reported problems meeting evaluation and re-evaluation timelines for Part B preschoolers. Each of the four made immediate corrections.		Revise the 619 Grant application survey, to begin collecting data on the number of newly enrolled preschoolers (2-3 yrs old) previously in Part C services and begin to align this data with Part C referral data.		
					Part C and Part B staff from VDOE and Department of Mental Health, Mental Retardation, and Substance Abuse Services, and other agencies that participate in the child count  619 information from local school divisions 619 grant application

**Part B Annual Performance Report  
Status of Program Performance**

**Early Childhood Transition**

ECT.I Track children referred from early intervention through the eligibility process to identify and correct non-compliance.

Sections 2-6, continued					
Early Childhood Transition					
Target(s) (Section 2)	Progress / Slippage (Section 3)	Projected Target(s) (Section 4)	Activities (Section 5)	Timelines (Section 6)	Resources (Section 6)
July 1, 2003 through June 30, 2004		July 1, 2004 through June 30, 2005			
Align data collection across Part B and Part C to facilitate tracking of children through eligibility process and enable disaggregation of data.	<p>Began joint planning between Parts B and C and other contributing agencies concerning aligning computer systems for data collection.</p> <p>Participating in a multi-state agency committee to begin discussions and infrastructure development to align data elements collected across state agencies for children from birth through school entrance.</p>	Data collection instruments between Part C and Part B will be aligned to facilitate tracking of children through eligibility process to document services are being provided by the child's 3 <sup>rd</sup> birthday or by the beginning of the school year if the child turns two by the end of September and the parent chooses to transition to Part B at that time.	<p>Participate in GSEG Grant with Part C. One of the outcomes of the grant will be to align data systems to be able to collect data about transition timelines.</p> <p>Analyze and revise data collection instruments, as needed.</p>	July 2004-June 2005	Part C and Part B staff from VDOE and Department of Mental Health, Mental Retardation, and Substance Abuse Services, and other agencies that participate in referral, child count, child outcome data collection.

**Part B Annual Performance Report  
Status of Program Performance**

Sections 2-6, continued					
Early Childhood Transition					
Target(s) (Section 2)	Progress / Slippage (Section 3)	Projected Target(s) (Section 4)	Activities (Section 5)	Timelines (Section 6)	Resources (Section 6)
July 1, 2003 through June 30, 2004		July 1, 2004 through June 30, 2005			
All children transitioning from Part C are receiving timely evaluations.	<p>Posted Early Childhood Transition Procedures document on the VDOE and Infant and Toddler Connection of VA. Web site.</p> <p>Disseminated hard copies of Early Childhood Transition Procedures document to all LEAs, Local Interagency Coordinating Councils, and Community Service Board directors.</p> <p>Provided staff development opportunities at state and local conferences, training and technical assistance center presentations, and Special Education directors meetings concerning transition from Part C to Part B.</p>		Disseminate Transition Guidance Document to all Part C and Part B programs throughout the state of Virginia.		

**Part B Annual Performance Report  
Status of Program Performance**

**Cluster Area III: Parent Involvement**

**Question:** Is the provision of a free appropriate public education to children with disabilities facilitated through parent involvement in special education services?

**State Goal** (for reporting period July 1, 2003 through June 30, 2004):

*The provision of a free appropriate public education to children with disabilities is facilitated through parent involvement in special education services.*

**Virginia's Performance Indicator** (for reporting period July 1, 2003 through June 30, 2004):

**PI.I** Parent involvement in the special education process will increase through VDOE and local school division dissemination of information.

## Part B Annual Performance Report Status of Program Performance

### Section 1 - Baseline/Trend Data (for reporting period July 1, 2003 through June 30, 2004):

#### Parent Involvement

PI.I Parent involvement in the special education process will increase through VDOE and local school division dissemination of information.

TABLE 1: Parent Involvement and the Monitoring Process

	Parent Involvement in Monitoring			
		2001-2002	2002-2003	2003-2004
PHASE I – LEA Self-Assessment	Number of LEAs in the review process	22	22	22
	Number of LEAs that used parent surveys	17	19	20
	Percentage of parent surveys returned to LEA (cumulative)	38%	41%	38%
VDOE On-Site	Number of LEAs with parents on their self-assessment committees	17	21	19
	Number of parents that attended LEA public meetings	609	908	Data for 2003-2004 will not be complete until may 2005

**Part B Annual Performance Report  
Status of Program Performance****Section 1 - Baseline/Trend Data** (for reporting period July 1, 2003 through June 30, 2004) **continued:*****Data Source: LEAs' self-assessments and monitoring reports***

Table 1 shows that parents are provided the opportunity to participate in Phase I and Phase II of VDOE's monitoring process. Phase I of the process involves 22 school divisions conducting comprehensive self-assessments of their special education programs and services. Of the 22 school divisions, 20 used surveys to obtain parent's assessment of special education in their districts. The table shows that each year there is a slight increase in the number of school divisions that have obtained parent input through surveys. School divisions reported a return rate of 38%. Nineteen school divisions used parents in some capacity on their self-assessment committees.

Phase II of the monitoring process follows the next school year, and it involves VDOE's on-site monitoring. A public meeting, coordinated with the school divisions' local advisory committees (LACs) and chaired by the chairperson, was held in each district. Phase II of 2002-2003 was completed in 2003-2004. Monitoring data show that 808 parents and other concerned parties attended the meetings in 22 school divisions, a 32% increase over the previous year's attendance. Each meeting provided parents the opportunity to present their comments to the State's monitoring team. Some parents presented their concerns in writing. The concerns were recorded and followed up during the review. Parents were able to obtain informational pamphlets, A Parent's Guide to Special Education, Complaint Resolution Procedures for Special Education, and the Special Education Due Process Handbook for Parents and School Administrators.



## Part B Annual Performance Report Status of Program Performance

### Section 1 - Baseline/Trend Data (for reporting period July 1, 2003 through June 30, 2004) continued:

**TABLE 2: Parent Resource Centers in Virginia, 2003-2004**

Parent Resource Centers (PRC)	
61 PRCs Statewide	72 out of 132 LEAs

**TABLE 3: Dissemination of a Parent Guide, 2002-2003**

A Parent Guide to Special Education in Virginia
print copies continue to be distributed by request to parents, school divisions, parent resource centers and others

***Data Source: Office of Special Education and Student Services data***

Virginia provides start-up funding, training, and on-going technical assistance to 61 Parent Resource Centers (PRCs) that serve 72 school divisions. Some of these centers submit monthly reports to the VDOE, but a statewide system of data collection is being implemented at this time. PRCs are staffed by a parent/educator team and provide information and training to parents, families, and educators in the local school division.

The State Special Education Advisory Committee (SSEAC) includes parent representation from each of the eight superintendent's regions. VDOE supports the activities of the advisory panel by assisting with the quarterly meetings, providing support for the posting of the committee information on the state's Web site (minutes, membership nomination forms, newsletter, and other information when available), and providing on-going support for subcommittee activities, including linkages between the regional parent representatives and the local advisory committees in their regions.

Virginia regulations require each local school division to maintain a local advisory committee (LAC) for special education, appointed by the local school board and composed of parents and organizations in the community.

During the 2003-2004 school year, VDOE continued to distribute print copies of "A Parent's Guide to Special Education". Additional copies have been printed to meet the demand for this publication.

## Part B Annual Performance Report Status of Program Performance

## Sections 2-6

### Parent Involvement

**PI.I** Parent involvement in the special education process will increase through VDOE and local school division dissemination of information.

### Parent Involvement

Target(s) (Section 2)	Progress (Section 3)	Projected Targets(Section 4)	Activities (Section 5)	Timelines (Section 6)	Resources (Section 6)
July 1, 2003 through June 30, 2004		July 1, 2004 through June 30, 2005			
Maintain parent access to information and assistance through VDOE.	<p>A second full-time position (ombudsman) is in place for the collection of additional data.</p> <p>Additional publications are now available on the Web to assist parents with dispute resolution and locating additional resources and information.</p> <p>VDOE and The Partnership for People with Disabilities applied jointly for and received a grant to provide effectiveness training to LACs.</p>	Maintain parent access to information, training, and resources.	Additional data collection on parent involvement through a number of state-sponsored activities and collaborative efforts.	July 2004 June 05	<p>Two full time parent staff at VDOE, one being an ombudsman</p> <p>VDOE parent team, Offices of Special Education and Student Services Parent Educational Advocacy Training Center</p> <p>Other agencies and organizations</p> <p>Training and Technical Assistance Centers</p> <p>Local Advisory Committees</p> <p>Parent Resource Centers</p> <p>The Partnership for People with Disabilities</p> <p>The Board for People with Disabilities</p>
			Make available parent information in print and electronically. VODE produces print copies of the special education regulations, a publication entitled "A Parents Guide to Special Education" (in both English and Spanish), and copies of the procedural safeguards notice (in English and seven other language). All other VDOE publications, including additional publications developed by the ombudsman to promote dispute resolution, are also available on the VDOE Web site. Also on the Web site are pages for parents that link viewers to appropriate resources.	July 2004 through June 2005	
			Provide regular training and information for Parent Resource Centers (PRCs).		
			Expand the network of PRCs through additional grants and training.	Winter 2004 through June 2005	
			Finalize a guidance document for Local Advisory Committees (LAC) and offer training in eight regions through the activities of the LAC training grant in collaboration with the Partnership for People with Disabilities.		

## Part B Annual Performance Report Status of Program Performance

Sections 2-6, continued					
Parent Involvement, continued					
Target(s) (Section 2)	Progress (Section 3)	Projected Target(s) (Section 4)	Activities (Section 5)	Timelines (Section 6)	Resources (Section 6)
July 1, 2003 through June 30, 2004		July 1, 2004 through June 30, 2005			
Maintain parent involvement at state and local levels in the special education process.	VDOE data collection has facilitated improved tracking of information and assistance requests.  Development of a data collection and evaluation system for PRCs is ongoing.	Data collection will facilitate improved tracking of information and assistance requests.	Continue to use and improve a data collection system to track phone calls, email requests, and other communications with the VDOE parent office.  Implement the data collection and evaluation system with PRCs.  Maintain a network of representatives from TTACs, PRCs, SSEAC, PEATC, and other statewide organizations to identify training needs for parents and conduct training collaboratively.	Winter 2004 through June 2005	Two full time parent staff at VDOE, one being an ombudsman  Offices of Special Education and Student Services staff and support staff  VDOE parent team  Parent Educational Advocacy Training Center  Other agencies and organizations
Maintain parent involvement in local self-assessment and on-site monitoring.	A network of representatives from T/TACs, PRCs, SSEAC, PEATC, and other organizations has been convened to identify training and information needs for parents.	Parent involvement will increase as a result of Priority Projects with TTACs, PRCs and others.	Review federal monitoring procedures and dispute resolution data to determine how to use data to measure progress with targets for parent involvement.	Winter 2004 through June 2005	Training and Technical Assistance Centers  Local Advisory Committees  Parent Resource Centers staff  Local school divisions (building and central office)
	Parents are included in the on-site monitoring process.		Continue to track parent involvement in the dispute resolution data collection system.	Winter 2004 through June 2005	

**Part B Annual Performance Report  
Status of Program Performance**

**Cluster Area IV: Free Appropriate Public Education in the Least Restrictive Environment**

**Question:** Do all children with disabilities receive a free appropriate public education in the least restrictive environment that promotes a high quality education and prepares them for employment and independent living?

**OSEP Probes:**

- BF.I** Does the State review data to determine if significant disproportionality in identification, eligibility category or placement is occurring, and if it identifies significant disproportionality, does the State review and as appropriate revise policies, procedures and practices?
- BF.II** Are high school graduation rates, and dropout rates, for children with disabilities comparable to graduation rates and dropout rates for nondisabled children?
- BF.III** Are suspension and expulsion rates for children with disabilities comparable among local educational agencies within the State, or to the rates for nondisabled children within the agencies?
- BF.IV** Do performance results for children with disabilities on State-and district-wide assessment programs improve at a rate that decreases any gap between children with disabilities and their nondisabled peers?
- BF.V** Are children with disabilities educated with nondisabled peers to the maximum extent appropriate, including preschool?
- BF.VI** Are the early language/communication, early literacy, and social-emotional skills, of preschool children with disabilities receiving special education and related services, improving?

## Part B Annual Performance Report Status of Program Performance

State Goal (for reporting period July 1, 2003 through June 30, 2004):

*All children with disabilities receive a free appropriate public education in the least restrictive environment that promotes a high quality education and prepares them for employment and independent living.*

Virginia Performance Indicators (for reporting period July 1, 2003 through June 30, 2004):

- BF.I The State will review and, as appropriate, revise policies, procedures and practices when a review of data determine significant disproportionality in identification, eligibility category or placement is occurring.
- BF.II The high school graduation rates for children with disabilities are comparable to graduation rates for children without disabilities.  
The high school dropout rates for children with disabilities are comparable to dropout rates for children without disabilities.
- BF.III Suspension and expulsion rates for children with disabilities are comparable to the rates for children without disabilities.
- BF.IV The performance results for children with disabilities on State assessments improve at a rate that decreases any gap between children with disabilities and their non-disabled peers.
- BF.V Children with disabilities, 6-21 years of age, are educated with non-disabled peers to the maximum extent appropriate.  
Children with disabilities, 2-5 years of age, are educated with non-disabled peers to the maximum extent appropriate.
- BF.VI Early language/communication, early literacy, and social-emotional skills, for preschool children with disabilities receiving special education and related services are improving.

## Part B Annual Performance Report Status of Program Performance

### Section 1 - Baseline/Trend data (for reporting period July 1, 2003 through June 30, 2004):

#### Disproportionality

- BF. 1** If the percentage of children with disabilities receiving special education, by race/ethnicity, is significantly disproportionate to the percent of children, by race/ethnicity in the general population, then a review has been conducted of the policies, procedures, and practices for identification of children with disabilities and they have been determined to be appropriate and race neutral.

If the percentage of children with disabilities in various educational environments and disability categories, by race/ethnicity in the general population, then a review has been conducted of the policies, procedures, and practices for identification of children with disabilities and they have been determined to be appropriate and race neutral.

**TABLE 1: Comparison of General Education Population to Special Education Population, 2003-2004**

Disproportionality by Comparison to General Population		
Race/Ethnicity	General Education Population	Special Education Population
White Students	61.32%	61.57%
Black Students	26.95%	31.00%
Hispanic Students	6.10%	5.49%
Asian Students	4.50%	1.90%
American Indian Students	.29%	.24%

**TABLE 2: Disproportionality by Disability Categories, 2003-2004**

Disproportionality by Disability Categories	
Race/Ethnicity	Disability Category
White Students	None
Black Students	Mental Retardation, Emotional Disturbance, Deaf-Blindness and Developmental Delay
Hispanic Students	None
Asian Students	Deaf-Blindness
American Indian Students	Visual Impairment

**Part B Annual Performance Report  
Status of Program Performance****Section 1 - Baseline/Trend data (for reporting period July 1, 2003 through June 30, 2004) continued:**

**Data Sources: Table 1, Report of Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act;**

**Table 3, Part B, Individuals with Disabilities Education Act Implementation of FAPE Requirements; Fall Membership Report**

Data for the 2003-2004 school year were analyzed to determine whether disproportionate representation existed relative to the identification of students with disabilities by race/ethnicity compared to the general population, by disability category and by placement.

In comparing the race/ethnicity of the general education population to the race/ethnicity of students with disabilities for the 2003-2004 school year, Black students have disproportionate representation in special education when compared to the general population. A review of data for the 2003-2004 school year indicates that significant disproportionate representation exists by disability category, specifically, for Black students have been identified in the disability category areas of mental retardation, emotional disturbance, and developmental delay.

A review of data for the 2003-2004 school year indicates that significant disproportionate representation exists for Black students in placement categories of receiving special education more than 60% of the day (these data reflect the amount of special education students receive during the school day, not the amount of special education provided outside the regular class), separate special education school placement, private day placements and private residential placements.

The analysis of data identified some categories where there was overrepresentation but the numbers of students used in the analysis was so small that it is not felt these represent significant disproportionate representation.

A comparison of the data from previous years reveals there continues to be a disproportionate number of Black students identified as students with disabilities; there continues to be a disproportionate number of Black students identified in the category of mental retardation and that Black students spend a greater portion of the school day in special education programs.

For data presented in the Office of Special Education Programs (OSEP) Attachment 2, disability categories and placement categories that reflect underrepresentation for race/ethnicity categories generally involve small numbers of students.

## Part B Annual Performance Report Status of Program Performance

### Section 1 - Baseline/Trend data (for reporting period July 1, 2003 through June 30, 2004) continued:

**TABLE 3: Disproportionality in Placement Environments in Virginia, 2003-2004**

<b>Disproportionate Representation, 2003-2004</b>	
<b>Race/Ethnicity</b>	<b>Placement Environment</b>
<b>White Students</b>	None
<b>Black Students</b>	Outside Regular Class greater than 60%, Public and Private Separate School, Public and Private Residential, and Homebound/Hospital
<b>Hispanic Students</b>	None
<b>Asian Students</b>	None
<b>American Indian Students</b>	None

**Data Sources: September Fall Membership Report, 2002 and Table 1, Report of Children with Disabilities Receiving Special Education Under Part B, IDEA**

A review of data for the 2003-2004 school year indicates disproportionate representation exists within educational environments. Note: data for placement categories for amount of special education received outside the regular class 0-20 percent, 21-60 percent and 61-100 percent reflect the amount of special education students receive, not the amount of special education received outside the regular class. Disproportionate representation for Black students has been identified in the educational environments as receiving special education for greater than 60 percent of the school day, public separate school, private separate school, public residential facility, and homebound/hospital.



## Part B Annual Performance Report Status of Program Performance

**Section 1 - Baseline/Trend data (for reporting period July 1, 2003 through June 30, 2004) continued:**

Attachment 2: Disproportionality Baseline Data for 2003-2004											
	All Columns C+E+G+I+K	White	Percent White (C / B)*100 Rows 1 and 2 only	Black	Percent Black (E / B)*100 Rows 1 and 2 only	Hispanic	Percent Hispanic (G / B)*100 Rows 1 and 2 only	Asian	Percent Asian (I / B)*100 Rows 1 and 2 only	American Indian	Percent American Indian (K / B)*100 Rows 1 and 2 only
<b>ENROLLMENT Ages 6-21</b>	1,192,537	728,219	61.06	325,580	27.13	78,458	6.57	56,285	4.71	5,995	.050
ALL CHILDREN WITH DISABILITIES, AGES 6-21											
<b>All Disabilities</b>	156,366	95,341	60.97	48,356	30.92	9,233	5.90	3,045	1.94	391	0.25
Difference (Row 2 - Row 1)			-0.09		3.79		-1.17		-2.27		-0.25
Relative Difference (Row 3/ Row 1) <b>Bold if &gt; 0.20 or &lt; -0.20</b>			-0.0014		0.1396		-0.1780		<b>-0.5881</b>		<b>-0.5</b>
BY DISABILITY CATEGORY											
<b>Specific Learning Disabilities</b>	69,949	42,449	60.68	20,596	29.44	5,397	7.71	1,321	1.88	186	.26
Difference (Row 2 - Row 1)			-0/38		2.31		1.14		-2.83		-0.24
Relative Difference (Row 3/ Row 1) <b>Bold if &gt; 0.20 or &lt; -0.20</b>			-0.0062		0.0851		0.1735		<b>-0.6008</b>		<b>-0.48</b>
<b>Mental Retardation</b>	13,897	6,067	43.65	6,941	49.94	585	4.20	285	2.05	19	0.13
Difference (Row 2 - Row 1)			-17.41		22.81		-2.37		-2.66		-0.37
Relative Difference (Row 3/ Row 1) <b>Bold if &gt; 0.20 or &lt; -0.20</b>			<b>-0.2851</b>		<b>0.8407</b>		<b>-0.3607</b>		<b>-0.5647</b>		<b>-0.74</b>
<b>Hearing Impairments</b>	1,359	827	60.85	359	26.41	103	7.57	67	4.93	3	0.22
Difference (Row 2 - Row 1)			-0.21		-0.72		1		0.22		-0.28
Relative Difference (Row 3/ Row 1) <b>Bold if &gt; 0.20 or &lt; -0.20</b>			-0.0034		-0.0265		0.1522		0.0467		<b>-0.56</b>

## Part B Annual Performance Report Status of Program Performance

## Section 1 - Baseline/Trend data (for reporting period July 1, 2003 through June 30, 2004) continued:

OSEP Attachment 2: Disproportionality Baseline Data for 2003-2004, continued												
		All Columns C+E+G+I+K	White	Percent White (C / B)*100 Rows 1 and 2 only	Black	Percent Black (E / B)*100 Rows 1 and 2 only	Hispanic	Percent Hispanic (G / B)*100 Rows 1 and 2 only	Asian	Percent Asian (I / B)*100 Rows 1 and 2 only	American Indian	Percent American Indian (K / B)*100 Rows 1 and 2 only
1	<b>ENROLLMENT Ages 6-21</b>	1,192,537	728,219	61.06	325,580	27.13	78,458	6.57	56,285	4.71	5,995	.050
	BY DISABILITY CATEGORY											
2	<b>Speech or Language Impairments</b>	23,371	15,784	67.53	5,560	23.79	1,317	5.63	649	2.77	61	0.26
3	Difference (Row 2 - Row 1)			6.47		-3.34		-0.94		-1.94		-0.24
4	Relative Difference (Row 3/ Row 1) <b>Bold</b> if > 0.20 or < -0.20			0.1059		-0.1231		-0.1430		<b>-0.4118</b>		<b>-0.48</b>
2	<b>Visual Impairment</b>	458	273	59.60	133	29.03	27	5.89	21	4.58	4	0.87
3	Difference (Row 2 - Row 1)			-1.46		1.9		-0.68		-0.13		0.37
4	Relative Difference (Row 3/ Row 1) <b>Bold</b> if > 0.20 or < -0.20			-0.0239		0.0700		-0.1035		-0.0276		<b>0.74</b>
2	<b>Emotional Disturbance</b>	13,013	7,409	56.93	4,956	38.08	482	3.70	128	0.98	38	0.29
3	Difference (Row 2 - Row 1)			-4.13		10.95		-2.87		-3.73		-0.21
4	Relative Difference (Row 3/ Row 1) <b>Bold</b> if > 0.20 or < -0.20			-0.0676		<b>0.4036</b>		<b>-0.4368</b>		<b>-0.7919</b>		<b>-0.42</b>
2	<b>Orthopedic Impairments</b>	735	507	68.97	142	19.31	42	5.71	44	5.98	0	0
3	Difference (Row 2 - Row 1)			7.91		-7.82		-0.86		1.27		-0.5
4	Relative Difference (Row 3/ Row 1) <b>Bold</b> if > 0.20 or < -0.20			0.1305		<b>-0.2882</b>		-0.1308		<b>0.2696</b>		<b>-1</b>
2	<b>Other Health Impairments</b>	21,559	14,938	69.28	5,630	26.11	727	3.37	212	0.98	52	0.24
3	Difference (Row 2 - Row 1)			8.22		-1.02		-3.2		-3.73		-0.26
4	Relative Difference (Row 3/ Row 1) <b>Bold</b> if > 0.20 or < -0.20			0.1346		-0.0375		<b>-0.4570</b>		<b>-0.7919</b>		<b>-0.52</b>

# Part B Annual Performance Report Status of Program Performance

## Section 1 - Baseline/Trend data (for reporting period July 1, 2003 through June 30, 2004) continued:

OSEP Attachment 2: Disproportionality Baseline Data for 2003-2004, continued												
		All Columns C+E+G+I+K	White	Percent White (C / B)*100 Rows 1 and 2 only	Black	Percent Black (E / B)*100 Rows 1 and 2 only	Hispanic	Percent Hispanic (G / B)*100 Rows 1 and 2 only	Asian	Percent Asian (I / B)*100 Rows 1 and 2 only	America n Indian	Percent American Indian (K / B)*100 Rows 1 and 2 only
1	<b>ENROLLMENT Ages 6-21</b>	1,192,537	728,219	61.06	325,580	27.13	78,458	6.57	56,285	4.71	5,995	.050
	BY DISABILITY CATEGORY											
2	<b>Deaf-Blindness</b>	11	5	45.45	5	45.45	0	0	1	9.09	0	0
3	Difference (Row 2 - Row 1)			75.61		18.32		0		4.38		0
4	Relative Difference (Row 3/ Row 1) <b>Bold</b> if > 0.20 or < -0.20			<b>-0.2556</b>		<b>0.6752</b>		0		<b>0.9299</b>		0
2	<b>Multiple Disabilities</b>	2,630	1,683	63.99	766	29.12	104	3.95	70	2.66	7	0
3	Difference (Row 2 - Row 1)			2.93		1.99		-2.62		-2.05		0
4	Relative Difference (Row 3/ Row 1) <b>Bold</b> if > 0.20 or < -0.20			0.0479		0.0733		<b>-0.3987</b>		<b>-0.4352</b>		0
2	<b>Autism</b>	3,533	2,2295	64.95	897	25.38	149	4.21	184	5.20	8	0.22
3	Difference (Row 2 - Row 1)			3.89		-1.75		-2.36		0.49		-0.28
4	Relative Difference (Row 3/ Row 1) <b>Bold</b> if > 0.20 or < -0.20			0.0637		-0.0645		<b>-0.3592</b>		0.1040		<b>-0.56</b>
2	<b>Traumatic Brain Injury</b>	331	210	63.44	97	29.30	19	5.74	4	1.20	1	0.30
3	Difference (Row 2 - Row 1)			2.38		2.17		-0.83		-3.51		-0.2
4	Relative Difference (Row 3/ Row 1) <b>Bold</b> if > 0.20 or < -0.20			0.0389		0.0799		-0.1263		<b>-0.7452</b>		<b>-0.4</b>
2	<b>Developmental Delay</b>	5,520	2,894	52.42	2,274	41.19	281	5.09	59	1.06	12	0.21
3	Difference (Row 2 - Row 1)			-8.64		14.06		-1.48		-3.65		-0.29
4	Relative Difference (Row 3/ Row 1) <b>Bold</b> if > 0.20 or < -0.20			-0.1415		<b>0.5182</b>		<b>-0.2252</b>		<b>-0.7749</b>		<b>-0.58</b>
Insert additional row sets (rows 2-4) for each disability category.												

Part B Annual Performance Report  
Status of Program Performance

## Section 1 - Baseline/Trend data (for reporting period July 1, 2003 through June 30, 2004) continued:

OSEP Attachment 2: Disproportionality Baseline Data for 2003-2004, continued												
		All Columns C+E+G+I+K	White	Percent White (C / B)*100 Rows 1 and 2 only	Black	Percent Black (E / B)*100 Rows 1 and 2 only	Hispanic	Percent Hispanic (G / B)*100 Rows 1 and 2 only	Asian	Percent Asian (I / B)*100 Rows 1 and 2 only	American Indian	Percent American Indian (K / B)*100 Rows 1 and 2 only
1	<b>ENROLLMENT Ages 6-21</b>	1,192,537	728,219	61.06	325,580	27.13	78,458	6.57	56,285	4.71	5,995	.050
BY EDUCATIONAL ENVIRONMENT												
2	<b>Outside Regular Class 21%</b>	55,882	39,395	70.49	12,619	22.58	2,578	4.61	1,142	2.04	148	.26
3	Difference (Row 2 - Row 1)			9.43		-4.55		-1.96		-2.67		-0.24
4	Relative Difference (Row 3/ Row 1) <b>Bold if &gt; 0.20 or &lt; -0.20</b>			0.1544		-0.1677		<b>-0.2983</b>		<b>-0.5632</b>		<b>-0.48</b>
2	<b>Outside Regular Class 21-60%</b>	56,490	34,242	60.61	17,072	30.22	3,984	7.05	1,049	1.85	143	0.25
3	Difference (Row 2 - Row 1)			-0.45		3.09		0.48		-2.86		-0.01
4	Relative Difference (Row 3/ Row 1) <b>Bold if &gt; 0.20 or &lt; -0.20</b>			-0.0073		0.1138		0.0730		<b>-0.6072</b>		-0.02
2	<b>Outside Regular Class &gt;60%</b>	38,474	18,669	48.52	16,419	42.67	2,500	6.49	795	2.06	91	0.23
3	Difference (Row 2 - Row 1)			-12.54		15.54		-0.08		-2.65		-0.27
4	Relative Difference (Row 3/ Row 1) <b>Bold if &gt; 0.20 or &lt; -0.20</b>			-0.2053		<b>0.5727</b>		-0.0121		<b>-0.5626</b>		<b>-0.54</b>
2	<b>Public Separate School Facility</b>	2,281	1,100	48.22	1,060	46.47	81	3.55	36	1.57	4	0.17
3	Difference (Row 2 - Row 1)			-12.84		19.34		-3.02		-3.14		-0.33
4	Relative Difference (Row 3/ Row 1) <b>Bold if &gt; 0.20 or &lt; -0.20</b>			<b>-0.2102</b>		<b>0.7128</b>		<b>-0.4596</b>		<b>-0.6666</b>		<b>-0.66</b>

Part B Annual Performance Report  
Status of Program Performance

## Section 1 - Baseline/Trend data (for reporting period July 1, 2003 through June 30, 2004) continued:

OSEP Attachment 2: Disproportionality Baseline Data for 2003-2004, continued												
		All Columns C+E+G+I+K	White	Percent White (C / B)*100 Rows 1 and 2 only	Black	Percent Black (E / B)*100 Rows 1 and 2 only	Hispanic	Percent Hispanic (G / B)*100 Rows 1 and 2 only	Asian	Percent Asian (I / B)*100 Rows 1 and 2 only	America n Indian	Percent American Indian (K / B)*100 Rows 1 and 2 only
1	<b>ENROLLMENT Ages 6-21</b>	1,192,537	728,219	61.06	325,580	27.13	78,458	6.57	56,285	4.71	5,995	.050
BY EDUCATIONAL ENVIRONMENT												
2	<b>Private Separate School Facility</b>	1,569	932	59.40	575	36.34	52	3.31	8	0.50	2	0.12
3	Difference (Row 2 - Row 1)			-1.66		9.51		-3.26		-4.21		-0.38
4	Relative Difference (Row 3/ Row 1) <b>Bold</b> if > 0.20 or < -0.20			-0.0271		<b>0.3505</b>		<b>-0.4961</b>		<b>-0.8938</b>		<b>-0.76</b>
2	<b>Public Residential Facility</b>	279	149	53.40	107	38.35	15	5.37	6	2.15	12	0.71
3	Difference (Row 2 - Row 1)			-7.66		11.22		-1.2		-2.56		0.21
4	Relative Difference (Row 3/ Row 1) <b>Bold</b> if > 0.20 or < -0.20			-0.1254		<b>0.4135</b>		-0.1826		<b>-0.5435</b>		<b>0.42</b>
2	<b>Private Residential Facility</b>	523	333	63.67	171	32.69	12	2.29	6	1.14	1	0.19
3	Difference (Row 2 - Row 1)			2.61		5.56		-4.28		-3.57		-0.31
4	Relative Difference (Row 3/ Row 1) <b>Bold</b> if > 0.20 or < -0.20			0.0427		<b>0.2049</b>		<b>-0.6514</b>		<b>-0.7579</b>		<b>-0.62</b>
2	<b>Homebound/Hospital</b>	868	521	60.02	333	38.36	11	1.26	3	0.34	0	0
3	Difference (Row 2 - Row 1)			-1.04		11.23		-5.31		-4.37		0
4	Relative Difference (Row 3/ Row 1) <b>Bold</b> if > 0.20 or < -0.20			-0.0170		<b>0.4139</b>		<b>-0.8082</b>		<b>-0.9278</b>		0
Insert additional row sets (rows 2-4) for each environment category.												

## Part B Annual Performance Report Status of Program Performance

## Sections 2-6, continued

**Disproportionality**

BF.I The State will review and, as appropriate, revise policies, procedures and practices when a review of data determines significant disproportionality in identification, eligibility category or placement is occurring,

## Disproportionality

Target(s) (Section 2)	Progress / Slippage (Section 3)	Projected Target(s) (Section 4)	Activities (Section 5)	Timelines (Section 6)	Resources (Section 6)
July 1, 2003 through June 30, 2004		July 1, 2004 through June 30, 2005			
<p>The percentage of each race/ethnicity in special education disability categories will be comparable to the general population.</p> <p>The percentage of each race/ethnicity in special education placement categories will be comparable to the general population.</p>	<p>Black students continue to be overidentified when compared to the general population and continue to be overidentified in the disability categories of mental retardation and emotional disturbance.</p>	<p>VDOE will continue to assist LEAs with data analysis.</p>	<p><b>Participate in Level One activities with NCCRESt.</b></p> <p>Provide awareness training with conceptual framework for disproportionality to LEAs and community groups.</p> <p>Conduct regional meetings for school divisions. LEAs will send teams to obtain information on how to develop a division action plan for identifying and addressing disproportionality issues, to include review of local policies and procedures.</p> <p>VDOE will continue to work with NCCRESt and MSRRC to identify other options for analyzing data to determine disproportionality</p> <p>Finish development of cultural competency curriculum and disseminate.</p>	<p><b>July 2004 through June 2005</b></p>	<p>Office of StudentServices staff</p> <p>MSRRC staff</p> <p>LEAs and community groups</p> <p>IST trained faculty</p> <p>NCCRESt staff</p> <p>IHE staff</p>

## Part B Annual Performance Report Status of Program Performance

Sections 2-6, continued					
Disproportionality, continued					
Target(s) (Section 2)	Progress / Slippage (Section 3)	Projected Target(s) (Section 4)	Activities (Section 5)	Timelines (Section 6)	Resources (Section 6)
July 1, 2003 through June 30, 2004		July 1, 2004 through June 30, 2005			
			Continue cultural competency training at local school divisions to help implement effective educational practices for diverse student populations. Training will include emphasis on local review of policies and procedures when disproportionate representation has been identified.		
			Create a task force of psychologists to review assessment instruments used by LEAs. The task force will identify appropriate assessment instruments and their use and develop procedures for school divisions to follow for reviewing policies and procedures when disproportionate representation has been identified.		
			Continue to promote the use of pre-referral activities such as Instructional Support Teams (IST).		

## Part B Annual Performance Report Status of Program Performance

### Section 1 - Baseline/Trend data (for reporting period July 1, 2003 through June 30, 2004):

#### Graduation Rates

**BF.II-a** The high school graduation rates for children with disabilities are comparable to graduation rates for non-disabled children. \*

**TABLE 4: Percentage of Completers Receiving Advanced Studies or Standard Diploma in 2003-04**

2003-2004 Diplomas in Virginia	
Students with Disabilities	Students without Disabilities
50.4%	95.3%

2003-04 data provide the percentage of students who completed high school and were awarded either Advanced Studies or Standard Diplomas, which are the diploma types used in Virginia's graduation definition under the *No Child Left Behind Act*. A lower percentage of students with disabilities (50.4 percent) than their nondisabled peers (95.3 percent) achieved the requirements under these two diplomas. Percentages for both students with disabilities and students without disabilities showed a decrease from 2002-2003.

**TABLE 5: Number of Students with Disabilities who Complete School in Virginia**

Students with Disabilities Completing School Ages 14-22+		
High School Completion Type	2002-2003	2003-2004
Advanced Studies Diploma	440	491
Standard Diploma	4,002	3,322
Modified Standard Diploma	379	1,378
Special Diploma	1,511	2,270
Certificate of Program Completion	374	279
General Education Development (GED) Certificate	184	237
<b>TOTAL</b>	<b>6,892</b>	<b>7,977</b>

**Data Source: Table 4, Report of Children with Disabilities Exiting Special Education**

School completion options available to students with disabilities in Virginia are specified in the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (8 VAC 20-131-10) adopted by the Virginia Board of Education in July 2000. For the 2003-2004 school year, data reported show 87 percent of completers (completers are defined as those students receiving a diploma or certificate, those students who reach maximum age, and those students dropping out) received a diploma or certificate. This shows an increase from the 70 percent receiving a diploma or certificate in 2002-2003. Data from 2003-2004 will be used as new baseline data for trend analysis. (see progress and slippage, section 3, on next page.)



## Part B Annual Performance Report Status of Program Performance

## Sections 2-6

### Graduation

**BF.II-a** The high school graduation rates for children with disabilities are comparable to graduation rates for non-disabled children.

### Graduation Rate

Target(s) (Section 2)	Progress / Slippage (Section 3)	Projected Target(s) (Section 4)	Activities (Section 5)	Timelines (Section 6)	Resources (Section 6)
July 1, 2003 through June 30, 2004		July 1, 2004 through June 30, 2005			
<p>Graduation rates for students with disabilities will be comparable to rates for students without disabilities.</p> <p>Increase the number and percentage of students with disabilities receiving Standard or Advanced Studies Diplomas.</p>	<p>There was a decrease in the number of students receiving Advanced Studies and Standard Diplomas. 2003-2004 was the first year where the full SOL graduation requirements were in effect.</p> <p>For students with disabilities, the number of standard diplomas awarded decreased, the number of modified standard diplomas increased and the number of special diplomas increased.</p> <p>The number of completers increased, due partially to a decrease in the number of students with disabilities dropping out.</p>	<p>Graduation rates for students with disabilities will be comparable to rates for students without disabilities.</p> <p>Increase the number and percentage of students with disabilities receiving Standard or Advanced Studies Diplomas.</p>	<p>Included here are activities that focus on students' meeting more rigorous graduation requirements for earning Advanced Studies and Standard diplomas. Students must earn verified credits by demonstrating proficiency on selected high school course state assessments, as well as passing the course in order to receive Advanced Studies or Standard diplomas.</p> <p>Project Graduation, an initiative supported by the Governor's office, to ensure that students, educators and parents are aware of the graduation requirements and options.</p> <p>Provide Project Graduation Survey in all high schools to obtain data on the projected number of students needing assistance to graduate.</p> <p>Support and provide academic reviewers with expertise in special education in the Academic Review Process</p> <p>Provide reading training and technical assistance with a focus on needs of special education teachers, linking with Virginia's <i>Reading First</i> project.</p>	July 2004 - June 2005	<p>Office of Instruction</p> <p>Office of Data Admin</p>

## Part B Annual Performance Report Status of Program Performance

Sections 2-6, continued					
Graduation Rate, continued					
Target(s) (Section 2)	Progress / Slippage (Section 3)	Projected Target(s) (Section 4)	Activities (Section 5)	Timelines (Section 6)	Resources (Section 6)
July 1, 2003 through June 30, 2004		July 1, 2004 through June 30, 2005			
Increase the number and percentage of students with disabilities who complete school.	<p>There has been an increase in the number of students with disabilities completing high school from 6892 in 2002 to 7977 in 2004.</p> <p>As indicated above, this increase is, in part, caused by a decrease in the number of students with disabilities dropping out. It is felt this is a result of the availability of the modified standard diploma, which offers students with disabilities another diploma option in Virginia.</p>	Increase the number and percentage of students with disabilities who complete school.	Provide access to tutorials for students who need additional preparation for retakes of the SOL tests.	July 2004 through June 2005	<p>Office of Instruction</p> <p>Office of Information Technology</p>
			Provide a web-based application that assesses the mathematics competencies from fourth to ninth grades. This assessment will assist with remediation programs.		
			<p>Continue to provide an easily accessible tool that will allow the school personnel, students, and parents to determine the standard and verified credits needed to obtain a diploma.</p> <p>Support local Graduation Academies to prepare rising seniors in need of verified units of credit.</p>		
			<p>Provide online practice assessments and tutorials designed to help students prepare for SOL assessments.</p> <p>Continue to explore increasing the options available for students to earn verified units of credit toward graduation.</p>		

## Part B Annual Performance Report Status of Program Performance

Sections 2-6					
GRADUATION RATES					
Target(s) (Section 2)	Progress / Slippage (Section 3)	Projected Target(s) (Section 4)	Activities (Section 5)	Timelines (Section 6)	Resources (Section 6)
July 1, 2003 through June 30, 2004		July 1, 2004 through June 30, 2005			
			<p>Provide SOL resources that will assist elementary, middle, and high school teachers in the delivery of SOL content to students using differentiated instructional techniques and technology and make available at <a href="http://www.ttaonline.org">www.ttaonline.org</a></p> <p>Maintain coordinated support and establish middle school sites for implementing the Instruction Support Team (IST) model in each of the 8 regions, to enhance, improve, and increase instruction and learning.</p> <p>Provide reading training and technical assistance with a focus on needs of special education teachers, linking with Virginia's <i>Reading First</i> project.</p> <p>Establish coordinated, statewide training to improving literacy for students with disabilities that will enable them to be successful in learning the SOL content. Target middle and high school teachers in high need schools to be trained in the University of Kansas Strategic Instruction Model (SIM). Provide state support for pilot demonstration schools to implement the Content Literacy Continuum Strategic Instruction Model.</p>		

## Part B Annual Performance Report Status of Program Performance

### Section 1 - Baseline/Trend data (for reporting period July 1, 2003 through June 30, 2004):

#### Dropout Rates

BF.II-b The high school dropout rates for children with disabilities are comparable to dropout rates for children without disabilities. \*

TABLE 6: Dropout Rates in Virginia

COMPARISON OF DROP OUT RATES	
	2003-04
All Students	2.04%
Students with Disabilities	2.21%

**Data Source:** *Annual School Report and Annual Special Education Exit Report*

VDOE defines dropout as an individual in grades 7-12 who was enrolled in school at some time during the previous school year and was not enrolled on October 1 of the current school year, or was not enrolled on October 1 of the previous school year although expected to be in the membership, has not graduated from high school or completed a state or district approved educational program and does not meet any of the exclusionary conditions: transfer to another public school district, private school or state or district approved education program, temporary school-recognized absence due to suspension, illness or death. This definition is used for the calculation in determining the dropout rate for all students.

Number of Students with Disabilities Reported as Dropped Out	
2002-2003	2003-2004
1708	1593

## Part B Annual Performance Report Status of Program Performance

## Sections 2-6

### Dropout Rates

**BF.II-b** The high school dropout rates for children with disabilities are comparable to dropout rates for children without disabilities.

### Dropout Rates

Target(s) (Section 2)	Progress / Slippage (Section 3)	Projected Target(s) (Section 4)	Activities (Section 5)	Timelines (Section 6)	Resources (Section 6)
July 1, 2003 through June 30, 2004		July 1, 2004 through June 30, 2005			
Maintain dropout rates at or below current levels.	<p>Analysis of data from VDOE's end of year report shows students with disabilities drop out at a higher rate than students without disabilities.</p> <p>Analysis of data from the annual exit report shows a decrease in the dropout rate from the previous year. This is considered especially positive, as 2003-2004 was the first year where full SOL graduation requirements were in effect. The number of school completers increased, in part, due to the decrease in the number of dropouts.</p>	Maintain dropout rates at or below current levels.	Collect data from all school divisions, using common elements for reasons for dropout, to enable valid comparisons and analysis of the 2003-2004 data. Review data for reasons of dropping out.	July 2004-June 2005	Offices of Special Education and Students Services
			Coordinate activities with other DOE initiatives related to school improvement, improved assessment results and initiatives related to staying in school.		
			Continue cultural competency training.		
			<p>Continue implementation of transition outcome project and other transition projects, found in Cluster V.</p> <p>Continue with Instructional Support Team initiative to develop model programs for improving and increasing student performance through early intervention with students experiencing problems.</p>		

## Part B Annual Performance Report Status of Program Performance

Sections 2-6					
DROP OUT RATES					
Target(s) (Section 2)	Progress / Slippage (Section 3)	Projected Target(s) (Section 4)	Activities (Section 5)	Timelines (Section 6)	Resources (Section 6)
July 1, 2003 through June 30, 2004		July 1, 2004 through June 30, 2005			
			<p>Provide technical assistance to school divisions in the use of instruction-based assessment to identify factors affecting student learning and develop action plans for classroom, instructional, and curriculum changes and interventions that enhance student learning.</p> <p>Provide reading training and technical assistance with a focus on needs of special education teachers, linking with Virginia's <i>Reading First</i> project.</p> <p>Maintain coordinated support and establish middle school sites for implementing the Instruction Support Team (IST) model in each of the 8 regions, to enhance, improve, and increase instruction and learning.</p>		

## Part B Annual Performance Report Status of Program Performance

Sections 2-6					
DROPOUT RATES					
Target(s) (Section 2)	Progress / Slippage (Section 3)	Projected Target(s) (Section 4)	Activities (Section 5)	Timelines (Section 6)	Resources (Section 6)
July 1, 2003 through June 30, 2004		July 1, 2004 through June 30, 2005			
			<p>Provide SOL resources that will assist elementary, middle, and high school teachers in the delivery of SOL content to students using differentiated instructional techniques and technology and make available at <a href="http://www.ttaonline.org">www.ttaonline.org</a></p> <p>Establish coordinated, statewide training to improving literacy for students with disabilities that will enable them to be successful in learning the SOL content. Target middle and high school teachers in high need schools to be trained in the University of Kansas Strategic Instruction Model (SIM). Provide state support for pilot demonstration schools to implement the Content Literacy Continuum Strategic Instruction Model.</p> <p>Provide leadership, coordination, and support to personnel who provide special education to students with disabilities who are incarcerated in local and regional jails, with an emphasis on effective literacy instruction and transition.</p>		

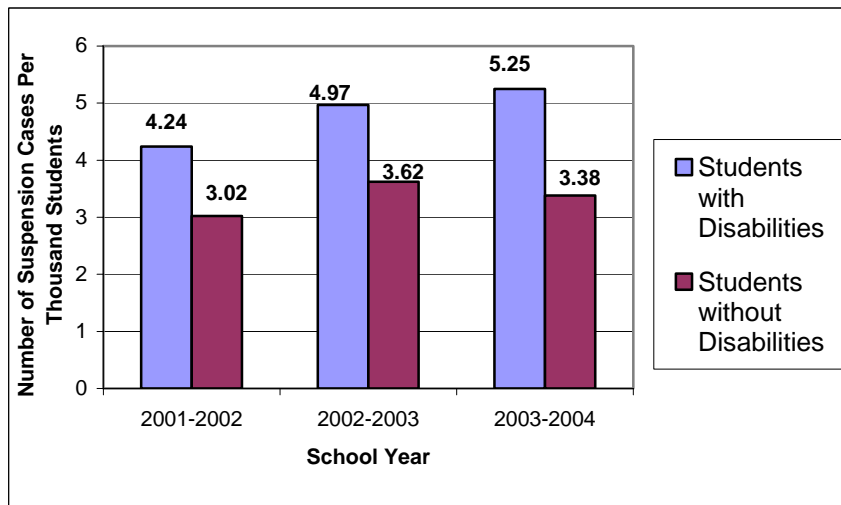
## Part B Annual Performance Report Status of Program Performance

### Section 1 - Baseline/Trend data (for reporting period July 1, 2003 through June 30, 2004) continued:

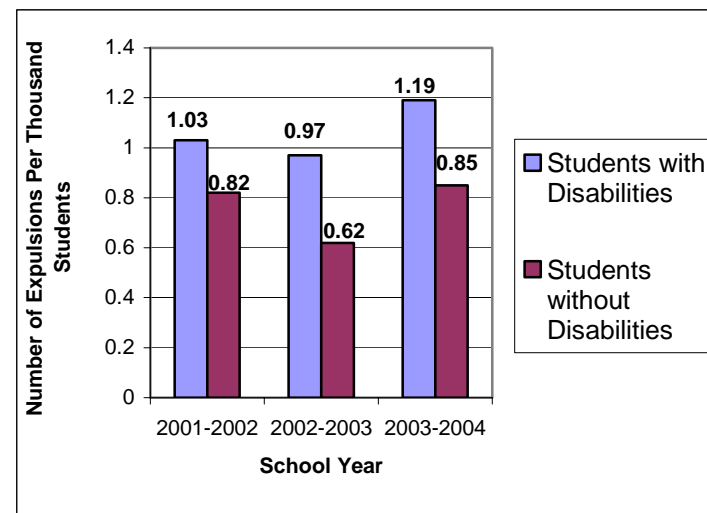
#### Discipline

**BF.III** Suspension and expulsion rates for children with disabilities are comparable to the rates for children without disabilities. \*

**TABLE 7: Long-Term Suspension Cases Per Thousand Students**



**TABLE 8: Expulsion Cases Per Thousand Students in Virginia**



**Data Source:** *Annual Report on Discipline, Crime, and Violence*

Analysis of the data reveals students with disabilities receive long-term suspensions and expulsions at a rate higher than that for students without disabilities. Analysis of the suspension and expulsion rates for students with disabilities and students without disabilities since 2001-2002 reveals that the disparity between the rates has remained over the three-year period. Expulsion rates for students with disabilities and without disabilities increased in 2003-04 but the disparity between the two rates remained virtually the same.



## Part B Annual Performance Report Status of Program Performance

### Section 1 - Baseline/Trend data (for reporting period July 1, 2003 through June 30, 2004), continued:

**TABLE 9: Discipline and Dispute Resolution, 2003-2004**

Suspension and Expulsion and Complaints, 2003-2004			
Total Complaints	Involving Discipline as an Issue	LEA Compliant	LEA Noncompliant
169	12	6	6
Suspension and Expulsion Issues in Due Process, 2003-2004			
Total Due Process Requests	Involving Discipline as an Issue	LEA Prevailed	Parent Prevailed
127	7	7	0
Suspension and Expulsion Issues In the Mediation System, 2003-2004			
Total Mediation Requests		Involving Discipline as an Issue	
135		11	

**Data Source:** 2003 –2004 Annual Report of the Dispute Resolution System and Administrative Services

Discipline was identified as an area of noncompliance in complaints, due process hearings, and monitoring. However, there is no student specific data to determine if these areas of noncompliance have a direct relationship to the child's actual long-term suspensions or expulsions.

**TABLE 10: Discipline and the Monitoring System, 2003-2004**

LEAs Visited and Found in Noncompliance		
2001-2002	2002-2003	2003-2004
4* out of 22	1 out of 22	8 out of 22

**Data Source:** *Annual Monitoring Report*

In 2001-2002, four\* out of 22 LEAs visited were found in noncompliance with the requirement; in 2002-2003, one out of 22 LEAs visited was found in noncompliance; and in 2003-2004, eight out of 22 LEAs visited were found in noncompliance.

\* corrected data from 2002-2003 Annual Performance Report

## Part B Annual Performance Report Status of Program Performance

<b>Sections 2-6</b>					
<b>Discipline</b>					
BF.III Suspension and expulsion rates for children with disabilities are comparable to the rates for non-disabled children within the agencies.					
<b>Discipline – Suspensions and Expulsions</b>					
<b>Target(s)</b> (Section 2)	<b>Progress / Slippage</b> (Section 3)	<b>Projected Target(s)</b> (Section 4)	<b>Activities</b> (Section 5)	<b>Timelines</b> (Section 6)	<b>Resources</b> (Section 6)
July 1, 2003 through June 30, 2004		July 1, 2004 through June 30, 2005			
Reduce the number of long-term suspensions and expulsions for students with disabilities and reduce the disparity between the rates of suspensions and expulsions for students with disabilities and students without disabilities.	From 2002-2003 to 2003-2004, the number of long-term suspensions and the number of expulsions for students with disabilities increased. The rate of long-term suspensions and expulsions also increased. The disparity for long-term suspensions increased and the disparity for expulsions dropped very slightly.	Reduce the number of long-term suspensions and expulsions for students with disabilities and reduce the disparity between the rates of suspensions and expulsions for students with disabilities and students without disabilities.	Continue to provide training to school divisions on manifestation review procedures.	July 2004 through June 2005	Training and Technical Assistance Centers
			Provide training in effective school-wide discipline using positive behavior interventions.		
			Continue to disseminate Functional Behavioral Assessment and Behavioral Intervention Plan multimedia materials.		
			Analyze state and division level data to identify areas with the largest difference in suspension and expulsion rates for children with disabilities and children without disabilities.		
			Continue providing training to reduce disproportionate representation, to include cultural competency training.		
			Continue revision of the Model Student Code of Conduct, adding a section on analysis of division-level and building-level discipline data. This will begin following the close of the Virginia General Assembly to include any legislation modifying student discipline provisions.		

## Part B Annual Performance Report Status of Program Performance

### Section 1 - Baseline/Trend data (for reporting period July 1, 2003 through June 30, 2004): \*

**TABLE 11: Participation in State Assessments in Virginia**

2002-2003	Percentage of Participation	
	Students with Disabilities	All Students
<b>Math Assessment</b>	94.97	97.13
<b>Reading, Language Arts Assessment</b>	94.67	97.12

2003-2004	Percentage of Participation	
	Students with Disabilities	All Students
<b>Math Assessment</b>	96.89	98.48
<b>Reading, Language Arts Assessment</b>	96.69	99.16

03-04 Math Assessment	Number of SWD Tested	Percent of SWD Tested
Regular Assessment, with or without Accommodations	54,057	93.06
Alternate Assessment Aligned to Grade-Level Achievement Standards	N/A	N/A
Alternate Assessment Aligned to Alternate Achievement Standards	4,032	6.49

03-04 Reading/Language Arts Assessment	Number of SWD Tested	Percent of SWD Tested
Regular Assessment, with or without accommodations	43,648	91.54
Alternate Assessment Aligned to Grade-Level Achievement Standards	N/A	N/A
Alternate Assessment Aligned to Alternate Achievement Standards	4,032	8.46

**Data Source: Virginia's Consolidated State Performance Report (under the No Child Left Behind Act)**

The data from 2002-2003 provide the percentage of students who participated in Virginia's Standards of Learning (SOL) assessments for English: Reading and mathematics in grades 3, 5, 8 and high school courses. The percentage for participation is lower for students with disabilities than students without disabilities in all areas, but the participation rate for students with disabilities increased from the participation rate of the previous year.

## Part B Annual Performance Report Status of Program Performance

Section 1 - Baseline/Trend data (for reporting period July 1, 2003 through June 30, 2004) (continued):

TABLE 12A: Performance in State Assessments in Virginia, 2002-2003

PERCENTAGE OF STUDENTS PROFICIENT			
2002-2003	Grade	Students with Disabilities	All Students
English/reading	3	45.38	75.85
	5	59.11	85.79
	8	31.39	75.99
	High School End of Course	70.78	94.35
Math	3	60.38	86.57
	5	42.61	78.38
	8	33.57	81.78
	High School End of Course	51.76	81.98

TABLE 12B: Performance in State Assessments in Virginia, 2003-2004

PERCENTAGE OF STUDENTS PROFICIENT			
2003-2004	Grade	Students with Disabilities	All Students
English/reading	3	47.23	71.47
	5	61.74	84.51
	8	36.39	72.10
	High School End of Course	67.98	89.49
Math	3	74.38	87.23
	5	51.50	78.26
	8	45.08	79.95
	High School End of Course	58.97	83.68

**Data Source: Office of Assessment and Reporting, VDOE**

The data in Tables 14A and 14B provide the percentage of students who passed state assessments for English/reading and Mathematics in grades 3, 5, 8 and for high school courses that have a state End of Course test. Students with disabilities showed a lower achievement rate in all assessment areas compared to rates for all students. Although the comparison rate was lower, students with disabilities showed improved proficiency in all assessment areas: English/reading for grades 3, 5, and 8 and Mathematics for grades 3, 5, 8 and High School End of Course. The High School End of Course English/reading assessment area was the only area of the eight assessment areas showing a decrease in performance of students with disabilities from the previous year. Overall, along with an increase in participation in the state assessments, there was general increase in performance results, as measured by these assessments, for children with disabilities.

## Part B Annual Performance Report Status of Program Performance

Section 1 - Baseline/Trend data (for reporting period July 1, 2003 through June 30, 2004):

### Assessments

**BF.IV** The performance results for children with disabilities on large-scale assessments improve at a rate that decreases any gap between children with disabilities and their non-disabled peers.

**ATTACHMENT 3: Report of the Participation and Performance of Students with Disabilities on State Assessments by Content Area, Grade, and Type of Assessment**

SECTION A. Enrollment Data for the Math Assessment		
GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	12,443	88,874
4		
5	13,912	92,255
6		
7		
8	16,935	98,766
HIGH SCHOOL GRADE:	17,696	234,368

## Part B Annual Performance Report Status of Program Performance

**Section 1 - Baseline/Trend data (for reporting period July 1, 2003 through June 30, 2004) continued:**
**ATTACHMENT 3: Report of the Participation and Performance of Students with Disabilities on State Assessments by Content Area, Grade, and Type of Assessment, continued**

## SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			
	TOTAL (3)	SUBSET WHO TOOK THE ASSESSMENT WITH ACCOMODATIONS (3A)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE <sup>1</sup> (3B)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID <sup>2</sup> (3C)
3	11,351	8,767	N/A	N/A
4				
5	12,493	10,683	N/A	N/A
6				
7				
8	14,171	11,746		
HIGH SCHOOL (SPECIFY GRADE: _____)	16,042	7,515		

<sup>1</sup> Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

<sup>2</sup> Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

## Part B Annual Performance Report Status of Program Performance

**Section 1 - Baseline/Trend data (for reporting period July 1, 2003 through June 30, 2004) continued:**

**ATTACHMENT 3: Report of the Participation and Performance of Students with Disabilities on State Assessments by Content Area, Grade, and Type of Assessment, continued**

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK OUT OF GRADE LEVEL ASSESSMENT		
	TOTAL (4)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE <sup>1</sup> (4A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID <sup>2</sup> (4B)
3		N/A	N/A
4			
5			
6			
7			
8			
HIGH SCHOOL (SPECIFY GRADE: _____)			

<sup>1</sup> Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

<sup>2</sup> Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

## Part B Annual Performance Report Status of Program Performance

**Section 1 - Baseline/Trend data (for reporting period July 1, 2003 through June 30, 2004) continued:**

**ATTACHMENT 3: Report of the Participation and Performance of Students with Disabilities on State Assessments by Content Area, Grade, and Type of Assessment, continued**

**SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)**

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				
	TOTAL (5)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (5A)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (5B)	SUBSET COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP <sup>3</sup> (5C)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID <sup>4</sup> (5D)
3	939		939	N/A	
4					
5	1,041		1,041	N/A	
6					
7					
8	1,012		1,012	N/A	
HIGH SCHOOL (SPECIFY GRADE: _____)	1,040		1,040	N/A	

<sup>3</sup> NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

<sup>4</sup> Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill



## Part B Annual Performance Report Status of Program Performance

**Section 1 - Baseline/Trend data (for reporting period July 1, 2003 through June 30, 2004) continued:**

### ATTACHMENT 3: Report of the Participation and Performance of Students with Disabilities on State Assessments by Content Area, Grade, and Type of Assessment, continued

#### SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT						
	PARENTAL EXEMPTIONS (6)	ABSENT (7)	NOT ASSESSED FOR OTHER REASONS <sup>5</sup> (8)				
			*	**	***	****	Total
3		68	257	6	10	0	273
4							
5		95	385	5	1	2	393
6							
7							
8		537	506	19	1	0	526
HIGH SCHOOL (SPECIFY GRADE: _____)		611	0	0	0	2	2

<sup>5</sup> Provide list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.

Students reported as “not assessed for other reasons” were either exempted from the state assessment program by: \* decision of the IEP team, \*\* LEP status, \*\*\* use of an alternate form or \*\*\*\* missing required documentation – test not scored (VAAP only).

## Part B Annual Performance Report Status of Program Performance

**Section 1 - Baseline/Trend data (for reporting period July 1, 2003 through June 30, 2004) continued:**

### ATTACHMENT 3: Report of the Participation and Performance of Students with Disabilities on State Assessments by Content Area, Grade, and Type of Assessment, continued

#### SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

REGULAR ASSESSMENT ON GRADE LEVEL (9A)											
GRADE LEVEL	TEST NAME	<u>3</u> Achievement Level <sup>1</sup>	<u>2</u> Achievement Level	<u>1</u> Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9A ROW TOTAL <sup>2</sup>
3	Grade 3 Math	3,114	5,121	3,116							11,351
4											
5	Grade 5 Math	6,549	5,171	773							12,493
6											
7											
8	Grade 8 Math	8,295	5,272	604							14,171
HIGH SCHOOL (SPECIFY GRADE: _____)		7,001	8,023	1,018							16,042

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: \_\_\_\_\_ 2 \_\_\_\_\_

<sup>1</sup> Include all students whose regular assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score (column 3C).

<sup>2</sup> The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in columns 3C.

## Part B Annual Performance Report Status of Program Performance

**Section 1 - Baseline/Trend data (for reporting period July 1, 2003 through June 30, 2004) continued:**

### ATTACHMENT 3: Report of the Participation and Performance of Students with Disabilities on State Assessments by Content Area, Grade, and Type of Assessment, continued

#### SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)											
GRADE LEVEL	TEST NAME	Achievement Level <sup>3</sup>	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9B ROW TOTAL <sup>4</sup>
3											
4											
5											
6											
7											
8											
HIGH SCHOOL (SPECIFY GRADE: _____)											

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: \_\_\_\_\_

<sup>3</sup> Include all students whose score on the alternate assessment on grade level standards was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score.

<sup>4</sup> The total number of students reported by achievement level in 9B is to equal the number reported in column 5A minus that portion of 5D that includes students whose assessment scored on grade level standards was invalid.

## Part B Annual Performance Report Status of Program Performance

**Section 1 - Baseline/Trend data (for reporting period July 1, 2003 through June 30, 2004) continued:**

### ATTACHMENT 3: Report of the Participation and Performance of Students with Disabilities on State Assessments by Content Area, Grade, and Type of Assessment, continued

#### SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)											
GRADE LEVEL	TEST NAME	3 Achievement Level <sup>5</sup>	2 Achievement Level	1 Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9C ROW TOTAL <sup>6</sup>
3	Grade 3 Math	59	458	422							939
4											
5	Grade 5 Math	41	697	303							1,041
6											
7											
8	Grade 8 Math	71	496	445							1,012
HIGH SCHOOL (SPECIFY GRADE: _____)	Grade 11 Math	20	359	661							1,040

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: \_\_\_\_\_

<sup>5</sup> Include all students whose assessment counted in the lowest achievement level because of the NCLB cap plus all students who received a score but changes to the assessment invalidated their score.

<sup>6</sup> The total number of students reported by achievement level in 9C is to equal the number reported in column 4 plus the number reported in column 5B minus the number reported in columns 4B and that portion of 5D that includes students whose alternate assessment scored on alternate standards was invalid.

## Part B Annual Performance Report Status of Program Performance

**Section 1 - Baseline/Trend data (for reporting period July 1, 2003 through June 30, 2004) continued:**

**ATTACHMENT 3: Report of the Participation and Performance of Students with Disabilities on State Assessments by Content Area, Grade, and Type of Assessment, continued**

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)\*

	TOTAL FOR COLUMN 9A (ON PAGE 4)	TOTAL FOR COLUMN 9B (ON PAGE 5)	TOTAL FOR COLUMN 9C (ON PAGE 6)	NO VALID SCORE <sup>7</sup> (10)	TOTAL <sup>8</sup> (11)
GRADE LEVEL					
3	11,351		939	341	12,631
4					
5	12,493		1,041	488	14,022
6					
7					
8	14,171		1,012	1,063	16,246
HIGH SCHOOL (SPECIFY GRADE: _____)	16,042		1,040	613	17,695

<sup>7</sup> The number of students reported in column 10 is to equal the number reported in column 3C plus column 4B plus column 5D plus column 6 plus column 7 plus column 8.

<sup>8</sup> The number of students reported in column 11, the row total, should equal the number of students with IEPs reported in Section A. If the number of students is not the same, provide and explanation.

## Part B Annual Performance Report Status of Program Performance

**Section 1 - Baseline/Trend data (for reporting period July 1, 2003 through June 30, 2004) continued:**

**ATTACHMENT 3: Report of the Participation and Performance of Students with Disabilities on State Assessments by Content Area, Grade, and Type of Assessment, continued**

SECTION D. Enrollment Data for the Reading Assessment		
GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	12,150	88,864
4		
5	13,490	92,134
6		
7		
8	15,356	96,836
HIGH SCHOOL GRADE 11	8,313	79,478

## Part B Annual Performance Report Status of Program Performance

**Section 1 - Baseline/Trend data (for reporting period July 1, 2003 through June 30, 2004) continued:**
**ATTACHMENT 3: Report of the Participation and Performance of Students with Disabilities on State Assessments by Content Area, Grade, and Type of Assessment, continued**

## SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			
	TOTAL (3)	SUBSET WHO TOOK THE ASSESSMENT WITH ACCOMODATIONS (3A)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE <sup>1</sup> (3B)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID <sup>2</sup> (3C)
3	11,020	8,224		81
4				
5	12,089	10,088		0
6				
7				
8	13,603	10,878		0
HIGH SCHOOL (SPECIFY GRADE: ____11____)	7,015	3,693		0

<sup>1</sup> Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

<sup>2</sup> Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

## Part B Annual Performance Report Status of Program Performance

**Section 1 - Baseline/Trend data (for reporting period July 1, 2003 through June 30, 2004) continued:**

### OSEP ATTACHMENT 3: Report of the Participation and Performance of Students with Disabilities on State Assessments by Content Area, Grade, and Type of Assessment, continued

#### SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK OUT OF GRADE LEVEL ASSESSMENT		
	TOTAL (4)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE <sup>1</sup> (4A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID <sup>2</sup> (4B)
3			
4			
5			
6			
7			
8			
HIGH SCHOOL (SPECIFY GRADE: _____)			

<sup>1</sup> Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

<sup>2</sup> Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).



## Part B Annual Performance Report Status of Program Performance

**Section 1 - Baseline/Trend data (for reporting period July 1, 2003 through June 30, 2004) continued:**

**OSEP ATTACHMENT 3: Report of the Participation and Performance of Students with Disabilities on State Assessments by Content Area, Grade, and Type of Assessment, continued**

### SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				
	TOTAL (5)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (5A)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (5B)	SUBSET COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP <sup>3</sup> (5C)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID <sup>4</sup> (5D)
3	939		939		
4					
5	1,041		1,041		
6					
7					
8	1,012		1,012		
HIGH SCHOOL (SPECIFY GRADE: ____11____)	1,040		1,040		

<sup>3</sup> NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

<sup>4</sup> Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

## Part B Annual Performance Report Status of Program Performance

### Section 1 - Baseline/Trend data (for reporting period July 1, 2003 through June 30, 2004) continued:

### OSEP ATTACHMENT 3: Report of the Participation and Performance of Students with Disabilities on State Assessments by Content Area, Grade, and Type of Assessment, continued

#### SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT					
	PARENTAL EXEMPTIONS (6)	ABSENT (7)	NOT ASSESSED FOR OTHER REASONS <sup>5</sup> (8)			
			*	**	***	Total
3		58	316	7	0	323
4						
5		50	425	1	2	428
6						
7						
8		566	480	6	0	486
HIGH SCHOOL (SPECIFY GRADE: _____ 11 _____)		256	0	0	2	2

<sup>5</sup> Provide list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.

Students reported as “not assessed for other reasons” were either exempted from the state assessment program by: \* decision of the IEP team, \*\* use of an alternate form or \*\*\* missing required documentation – test not scored (VAAP only.)

## Part B Annual Performance Report Status of Program Performance

### Section 1 - Baseline/Trend data (for reporting period July 1, 2003 through June 30, 2004) continued:

#### OSEP ATTACHMENT 3: Report of the Participation and Performance of Students with Disabilities on State Assessments by Content Area, Grade, and Type of Assessment, continued

#### SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

REGULAR ASSESSMENT ON GRADE LEVEL (9A)											
GRADE LEVEL	TEST NAME	<u>3</u> Achievement Level <sup>1</sup>	<u>2</u> Achievement Level	<u>1</u> Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9A ROW TOTAL <sup>2</sup>
3	Grade 3 RLR	6,343	4,256	421							10,939
4											
5	Grade 3 RLR	4,964	6,063	1,062							12,089
6											
7											
8	Grade 8 RLR	9,166	3,860	577							13,603
HIGH SCHOOL (SPECIFY GRADE: _11_____)	Grade 11 RLR	2,556	3,857	602							7,015

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: \_\_\_\_\_2\_\_\_\_\_

<sup>1</sup> Include all students whose regular assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score (column 3C).

<sup>2</sup> The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in columns 3C.

## Part B Annual Performance Report Status of Program Performance

### Section 1 - Baseline/Trend data (for reporting period July 1, 2003 through June 30, 2004) continued:

### OSEP ATTACHMENT 3: Report of the Participation and Performance of Students with Disabilities on State Assessments by Content Area, Grade, and Type of Assessment, continued

#### SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)											
GRADE LEVEL	TEST NAME	Achievement Level <sup>3</sup>	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9B ROW TOTAL <sup>4</sup>
3											
4											
5											
6											
7											
8											
HIGH SCHOOL (SPECIFY GRADE: _____)											

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: \_\_\_\_\_

<sup>3</sup> Include all students whose score on the alternate assessment on grade level standards was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score.

<sup>4</sup> The total number of students reported by achievement level in 9B is to equal the number reported in column 5A minus that portion of 5D that includes students whose assessment scored on grade level standards was invalid.

## Part B Annual Performance Report Status of Program Performance

### Section 1 - Baseline/Trend data (for reporting period July 1, 2003 through June 30, 2004) continued:

### OSEP ATTACHMENT 3: Report of the Participation and Performance of Students with Disabilities on State Assessments by Content Area, Grade, and Type of Assessment, continued

#### SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)											
GRADE LEVEL	TEST NAME	3 Achievement Level <sup>5</sup>	2 Achievement Level	1 Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9C ROW TOTAL <sup>6</sup>
3	Grade 3 English	25	478	436							939
4											
5	Grade 5 English	86	524	431							1,041
6											
7											
8	Grade 8 English	135	608	269							1,012
HIGH SCHOOL (SPECIFY GRADE: __11__)	Grade 11 English	32	523	485							1,040

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: \_\_\_\_\_ 2 \_\_\_\_\_

<sup>5</sup> Include all students whose assessment counted in the lowest achievement level because of the NCLB cap plus all students who received a score but changes to the assessment invalidated their score.

<sup>6</sup> The total number of students reported by achievement level in 9C is to equal the number reported in column 4 plus the number reported in column 5B minus the number reported in columns 4B and that portion of 5D that includes students whose alternate assessment scored on alternate standards was invalid.

## Part B Annual Performance Report Status of Program Performance

### Section 1 - Baseline/Trend data (for reporting period July 1, 2003 through June 30, 2004) continued:

### OSEP ATTACHMENT 3: Report of the Participation and Performance of Students with Disabilities on State Assessments by Content Area, Grade, and Type of Assessment, continued

#### SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	TOTAL FOR COLUMN 9A (ON PAGE 4)	TOTAL FOR COLUMN 9B (ON PAGE 5)	TOTAL FOR COLUMN 9C (ON PAGE 6)	NO VALID SCORE <sup>7</sup> (10)	TOTAL <sup>8</sup> (11)
3	10,939		939	462	12,340
4					
5	12,089		1,041	478	13,608
6					
7					
8	13,603		1,012	1,052	15,667
HIGH SCHOOL (SPECIFY GRADE: _____)	7,015		1,041	258	8,313

<sup>7</sup> The number of students reported in column 10 is to equal the number reported in column 3C plus column 4B plus column 5D plus column 6 plus column 7 plus column 8.

<sup>8</sup> The number of students reported in column 11, the row total, should equal the number of students with IEPs reported in Section A. If the number of students is not the same, provide an explanation.

### Part B Annual Performance Report Status of Program Performance

Standards of Learning (SOL) Assessments, continued					
Target(s) (Section 2)	Progress / Slippage (Section 3)	Projected Target(s) (Section 4)	Activities (Section 5)	Timelines (Section 6)	Resources (Section 6)
July 1, 2003 through June 30, 2004		July 1, 2004 through June 30, 2005			
<p>61% pass rate in English/reading and 59% pass rate in mathematics</p> <p>From Virginia's Consolidated State Application Accountability Workbook Annual Measureable Objectives for reading/Language Arts</p>	<p>The 2003-04 data reflect that the target was met in English/reading at grades 5 and high school levels, but not at grades 3 and 8. The 2003-04 data reflect that the target was met for Mathematics at grade 3 and high school levels, but not at grade 5 and grade 8.</p> <p>Students with disabilities achieved at lower proficiency levels than for all students at all grade levels on English/reading and mathematics.</p> <p>Although the comparison rate was lower, students with disabilities showed improved proficiency in all assessment areas: English/reading for grades 3, 5, and 8 and Mathematics for grades 3, 5, 8 and High School End of Course. The High School End of Course English/reading assessment area was the only area of the eight assessment areas showing a decrease in performance of students with disabilities from the previous year.</p>	<p>61% pass rate in English/reading and 59% pass rate in mathematics</p> <p>From Virginia's Consolidated State Application Accountability Workbook Annual Measureable Objectives for Reading/Language Arts</p>	<p>The activities listed are designed to include the various factors that contribute to students with disabilities' access to, and success in the general curriculum, including: aligned curriculum, assistive technology and accommodations, positive behavior supports, collaborative and sustained professional development:</p> <p>Support and provide academic reviewers with expertise in special education in the Academic Review Process.</p> <p>Provide reading training and technical assistance with a focus on needs of special education teachers, linking with Virginia's <i>Reading First</i> project.</p> <p>Provide SOL resources that will assist elementary, middle, and high school teachers in the delivery of SOL content to students using differentiated instructional techniques and technology and make available at <a href="http://www.ttaonline.org">www.ttaonline.org</a></p>	<p>July 2004 through August 2005</p>	<p>Local school divisions</p> <p>VDOE offices of Instruction, Technology, Teacher Education &amp; Licensure, School Improvement</p> <p>TTACS</p> <p>National Access Center</p> <p>Recordings for the Blind &amp; Dyslexic</p> <p>Virginia Department of Deaf and Hard of Hearing</p> <p>Virginia Department of Blind and Vision Impaired</p>

## Part B Annual Performance Report Status of Program Performance

Standards of Learning (SOL) Assessments, continued					
Target(s) (Section 2)	Progress / Slippage (Section 3)	Projected Target(s) (Section 4)	Activities (Section 5)	Timelines (Section 6)	Resources (Section 6)
July 1, 2003 through June 30, 2004		July 1, 2004 through June 30, 2005			
			<p>Maintain coordinated support and establish middle school sites for implementing the Instruction Support Team (IST) model in each of the 8 regions, to enhance, improve, and increase instruction and learning.</p> <p>Provide coordinated training and technical assistance on the need for and use of assistive technology (AT) with a focus on access to the general curriculum and support for including students with disabilities in general classrooms and community settings. Launch AT Web course and enroll participants.</p> <p>Establish coordinated, statewide training to improve literacy for students with disabilities that will enable them to be successful in learning the SOL content. Target middle and high school teachers in high need schools to be trained in the University of Kansas Strategic Instruction Model (SIM). Provide state support for pilot demonstration schools to implement the Content Literacy Continuum Strategic Instruction Model.</p> <p>Provide coordinated information and training for personnel in schools to build their capacity to improve services and outcomes for children with autism.</p> <p>Provide training and technical assistance for personnel working with preschool age children in addressing inclusive preschool placements, communication, behavior and pre- literacy and numeracy skills.</p>		



## Part B Annual Performance Report Status of Program Performance

Sections 2-6, continued					
Standards of Learning (SOL) Assessments, continued					
Target(s) (Section 2)	Progress / Slippage (Section 3)	Projected Target(s) (Section 4)	Activities (Section 5)	Timelines (Section 6)	Resources (Section 6)
July 1, 2003 through June 30, 2004		July 1, 2004 through June 30, 2005			
			<p>Provide additional funds and assistance to local school divisions and state operated programs to target state achievement goals for students with disabilities. Local improvement plan activities must address the use of data to make strategic decisions and provide periodic project evaluations and make searchable database available at <a href="http://www.ttaonline.org">www.ttaonline.org</a></p> <p>Develop and/or revise guidance material for effective practices, including: speech-language services, hearing impairment services, standards-driven process for the Individualized Education Program, special education referral for students with limited English proficiency, reading.</p> <p>Provide leadership, coordination, and support to personnel who provide special education to students with disabilities who are incarcerated in local and regional jails, with an emphasis on effective literacy instruction and transition.</p>		

## Part B Annual Performance Report Status of Program Performance

### Section 1 - Baseline/Trend data (for reporting period July 1, 2003 through June 30, 2004):

### Placements, Ages 6 to 21

**BF.V-a** Children with disabilities, 6-21 years of age, are educated with non-disabled peers to the maximum extent appropriate.

**TABLE 13: Number and Type of Placement Settings in Virginia**

Placements for Students with Disabilities, Ages 6 to 21						
Placement Settings	2001-02		2002-03		2003-04	
Regular Setting	144,726	96%	147,460	96%	150,845	96%
Public Separate Facility	2,085	1%	2,281	1%	2,281	1%
Private Day Program	1,404	<1%	1,602	1%	1,569	1%
Public Residential	274	<1%	273	<1%	279	<1%
Private Residential	498	<1%	533	<1%	523	<1%
Home-Based	650	<1%	940	<1%	848	<1%
Hospital	10	<1%	14	<1%	20	<1%
Correctional Facility	518	<1%	764	<1%	677	<1%
<b>TOTAL</b>	150,165		153,867		156,365	

**Data Source: Federal December 1 Child Count**

Data reported for the regular setting category reflect the percent of students with disabilities receiving services in a regular school building. These data do not show the percent of time students receive special education outside the regular classroom. VDOE collected data on the amount of time students receive special education outside the regular class on the December 1, 2004 Child Count and will report this information for the 2004-2005 Annual Performance Report.

Data reported in the public residential facilities category are for students placed in public educational programs in facilities operated by the Department of Mental Health, Mental Retardation, and Substance Abuse Services and Virginia's two state schools for the Deaf and Blind and Multi-disabled.

Data reported for students placed in correctional facilities include students served in programs operated by the Department of Correctional Education in correctional facilities and students served in local jails by school divisions.

## Part B Annual Performance Report Status of Program Performance

**Section 1 - Baseline/Trend data (for reporting period July 1, 2003 through June 30, 2004), continued:**
**TABLE 14: Monitoring and Placement Issues**

Number of LEAs in Noncompliance Identified through Local Self-Assessments and On-site Monitoring Visits						
§§300.550-300.555 Federal Requirements for General LRE	2001-2002		2002-2003		2003-2004	
	Self-Assessment	On-Site Monitoring	Self-Assessment	On-Site Monitoring	Self-Assessment	On-Site Monitoring
The LRE ensures that: a) to the maximum extent appropriate, children with disabilities, including those in public or private institutions or other care facilities, are educated with children without disabilities; and b) special classes, separate schooling, or other removal of children with disabilities from the regular education environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.	4	1	0	1	2	2
A continuum of alternative placements is available to meet the needs of children with disabilities, that includes the: a) alternative placements listed in the definition of special education (instruction in regular classes, special classes, special schools, home-based instruction, and instruction in hospitals and institutions); b) provision for supplementary services (e.g., resource room or services or itinerant instruction) to be provided in conjunction with regular class placement; and c) LEA must document all alternatives considered and the rationale for choosing the selected placement.	4	0	0	0	1	1
There is no single model for the delivery of services to any specific population or category of children with disabilities in providing a continuum of alternative placements and all placement decisions are based on the individual needs of each child.	1	1	0	0	1	0
All with disabilities are served in a program with age-appropriate peers unless it can be shown that for a particular child with a disability the alternative placement is appropriate as documented by the Individualized Education Program (IEP).	1	2	0	1	0	2
The educational placement of each child, including a preschool child with a disability is: a) made by the IEP team in conformity with the least restrictive environment; b) determined at least annually; c) based on the child's IEP; and d) as close as possible to the child's home.	3	2	0	0	0	0
In determining the educational placement of a child with a disability, including a preschool child with a disability, the LEA ensures that: a) each child with a disability is educated in the school that the child would normally attend if not disabled unless the IEP requires some other arrangement; b) any potential harmful effects on the child or on the quality of services which might result from a particular educational placement were considered in selecting the least restrictive environment; and c) a child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum.	1	0	0	0	1	0

Noncompliance citations in the areas listed increased from 2002-2003 to 2003-2004 on local self-assessments and on-site monitoring findings. VDOE conducts follow-up on the self-assessment and on-site review findings to ensure correction. All LEAs have approved corrective action plans.

## Part B Annual Performance Report Status of Program Performance

### Section 1 - Baseline/Trend data (for reporting period July 1, 2003 through June 30, 2004) continued:

**TABLE 15: Placement Issues and Dispute Resolution, 2003-2004**

Complaints on Placement Issues			
Total Complaints	Number Involving LRE as an Issue	LEA Compliant	LEA Noncompliant
169	5	5	0
Due Process on Placement Issues			
Total Due Process Requests	Hearings Involving LRE as an Issue	LEA Prevailing	Parent Prevailing
127	12	12	0
Mediation on Placement Issues			
Total Mediation Requests		Mediation Requests Involving LRE as an Issue	
135		46	

**Data Source:** 2003 –2004 Annual Report of the Dispute Resolution System and Administrative Services

For the 2003-2004 reporting year, VDOE received written notification of 169 complaints. Of these, 5 involved (LRE) placement as an issue, with five decisions determining the LEA as compliant and 0 determining the LEA as non-compliant.

For the 2003-2004 reporting year, VDOE received requests for 127 due process hearings. Of these, 12 involved LRE (placement) as an issue, with the LEA prevailing in 12 of the hearings and the parent prevailing in none of the hearings.

For the 2003-2004 reporting year, VDOE received 135 requests for mediation, of which 46 involved LRE (placement) as an issue.

## Part B Annual Performance Report Status of Program Performance

**Sections 2-6****Placements, Ages 6 to 21**

**BF.V-a** Children with disabilities, 6-21 years of age, are educated with non-disabled peers to the maximum extent appropriate.

**Placements for Students with Disabilities, Ages 6 to 21**

<b>Target(s)</b> (Section 2)	<b>Progress / Slippage</b> (Section 3)	<b>Projected Target(s)</b> (Section 4)	<b>Activities</b> (Section 5)	<b>Timelines</b> (Section 6)	<b>Resources</b> (Section 6)
July 1, 2003 through June 30, 2004		July 1, 2004 through June 30, 2005			
Maintain the percentage of students, ages 6-21, receiving special education in the regular school building.	The percent of students served in the regular school building has remained the same over the last three years.	Maintain the percentage of students, ages 6-21, receiving special education in the regular school building.	VDOE collected data on the amount of special education provided outside the regular class on the December 1, 2004 Child Count.	July 2004 through June 2005	
		Increase the percentage of students, ages 6-21, receiving less than 21 percent of their special education services outside the regular class.	Support and provide academic reviewers with expertise in special education in the Academic Review Process	July 2004 through June 2005	

## Part B Annual Performance Report Status of Program Performance

Sections 2-6					
Placements for Students with Disabilities, Ages 6 to 21					
Target(s) (Section 2)	Progress / Slippage (Section 3)	Projected Target(s) (Section 4)	Activities (Section 5)	Timelines (Section 6)	Resources (Section 6)
July 1, 2003 through June 30, 2004		July 1, 2004 through June 30, 2005			
			<p>Provide SOL resources that will assist elementary, middle, and high school teachers in the delivery of SOL content to students using differentiated instructional techniques and technology and make available at <a href="http://www.ttaonline.org">www.ttaonline.org</a></p> <p>Establish coordinated, statewide training to improving literacy for students with disabilities that will enable them to be successful in learning the SOL content. Target middle and high school teachers in high need schools to be trained in the University of Kansas Strategic Instruction Model (SIM). Provide state support for pilot demonstration schools to implement the Content Literacy Continuum Strategic Instruction Model.</p> <p>Provide coordinated training and technical assistance on the need for and use of assistive technology (AT) with a focus on access to the general curriculum and support for including students with disabilities in general classrooms and community settings. Launch AT Web course and enroll participants.</p> <p>Maintain coordinated support and establish middle school sites for implementing the Instruction Support Team (IST) model in each of the 8 regions, to enhance, improve, and increase instruction and learning.</p>		

## Part B Annual Performance Report Status of Program Performance

### Section 1 - Baseline/Trend data (for reporting period July 1, 2003 through June 30, 2004):

#### Placements, Ages 2 to 5

**BF.V-b** Children with disabilities, 2-5 years of age, are educated with non-disabled peers to the maximum extent appropriate.

**TABLE 16: Number and Type of Placements for Children with Disabilities, Ages 2 to 5**

Placements for Students with Disabilities, Ages 2 to 5						
Placement Settings	2001-02		2002-03		2003-04	
Early Childhood Setting (Not Special Education)	3,244	22%	2,809	17%	2935	17%
Early Childhood Setting (Special Education)	6,771	46%	7,838	47%	7843	45%
Home	810	5%	1,049	6%	982	5%
Part Early Childhood Setting (Not Special Education) and Part Early Childhood Setting (Special Education)	774	5%	923	5%	911	5%
Residential Facility (Public or Private)	13	<1%	17	<1%	4	<1%
Separate School (Public or Private)	50	<1%	65	<1%	99	<1%
Itinerant Service	2,907	20%	3,914	23%	4619	26%
Reverse Mainstream	60	<1%	60	<1%	36	<1%
TOTAL	14,629		16,675		17,429	

**Data Source:** *December 1 Child Count*

States are required to report placement data for students, ages 3 to 5, and ages 6 to 21. Placement options for students, ages 3 to 5, are intended to reflect service delivery in a natural setting for pre-school students. Early Childhood Setting (not special education) reflects the provision of special education services in programs designed primarily for students without disabilities. Early Childhood Setting (special education) reflects the provision of services in programs designed primarily for students with disabilities. Totals reported for itinerant services are primarily for pre-school age, speech-only, students.

## Part B Annual Performance Report Status of Program Performance

Placements for Students with Disabilities, Ages 2 to 5					
Target(s) (Section 2)	Progress / Slippage (Section 3)	Projected Target(s) (Section 4)	Activities (Section 5)	Timelines (Section 6)	Resources (Section 6)
July 1, 2003 through June 30, 2004		July 1, 2004 through June 30, 2005			
Increase the number of students, ages 2-5, receiving special education in early childhood settings designed primarily for students without disabilities	<p>The number of students served in early childhood settings designed primarily for students without disabilities increased from the previous year.</p> <p>The number of students reported in the itinerant service category increased from the previous year. This increase reflects more accurate reporting of data for preschool age students receiving only speech services.</p> <p>The 619 application survey used in the spring of 2003 was revised to reflect more specific information concerning placements available with nondisabled peers.</p>		<p>Training and technical assistance centers will assist school divisions with starting, improving, or expanding inclusion options for preschoolers.</p> <p>VDOE will help coordinate efforts of school divisions with sharing strategies for the start-up, improvement, or expansion of inclusion options for preschoolers.</p> <p>Network/connect school divisions to assist in the start-up, improvement, or expansion of inclusion options for preschoolers.</p> <p>IHE symposium: Collaborative and Integrative Personnel Preparation and Service Delivery in ECSE related to inclusion options.</p> <p>Align collection of data on the 619 survey with placement data reported on the December 1 Child Count.</p>	July 1, 2004 – June 30, 2005	<p>619 Grant coordinator</p> <p>Training and Technical Assistance Centers</p> <p>LEA special education directors and staff</p> <p>VDOE Instructional Staff</p> <p>LEA staff</p> <p>Parents</p>



## Part B Annual Performance Report Status of Program Performance

Sections 2-6, continued					
Placements for Students with Disabilities, Ages 2 to 5					
Target(s) (Section 2)	Progress / Slippage (Section 3)	Projected Target(s) (Section 4)	Activities (Section 5)	Timelines (Section 6)	Resources (Section 6)
July 1, 2003 through June 30, 2004		July 1, 2004 through June 30, 2005			
Increase the number of students, ages 2-5, receiving special education in early childhood settings designed primarily for students without disabilities	Sessions were offered for program directors (school divisions, community programs), Early Childhood Special Education, and Early Childhood Education programs at the state early childhood conference on how to set up collaborative classrooms, and other topics concerning inclusive settings as requested by LEAs. 135 people attended the conference (24 administrators) and all conference sessions offered were full.		<p>Complete update and review of Inclusive Placement Options for Preschoolers manual for use with school divisions receiving TA for developing inclusive options.</p> <p>Collect and analyze 619 grant application data concerning inclusive options.</p> <p>Continue updating the IPOP manual.</p> <p>Disseminate materials on inclusive placement options for preschoolers from the Division for Early Childhood/ National Association for Educating Young Children research and recommended practices.</p> <p>Disseminate selected information from the Vanderbilt National Inclusion Options for Preschoolers manuals.</p>	April 27, 2005	<p>Institutes of Higher Education (IHE) Council</p> <p>VDOE Instructional Staff</p> <p>Training and Technical Assistance Centers</p> <p>LEA special education directors and staff</p> <p>Previous IPOP committee members</p> <p>Institutes of Higher Education (IHE) Council</p>

## Part B Annual Performance Report Status of Program Performance

**Section 1 - Baseline/Trend data (for reporting period July 1, 2003 through June 30, 2004):**

### Preschool FAPE in the LRE

BF.VI Early language/communication, pre-reading, and social-emotional skills are improving for preschool children with disabilities receiving special education and related services.

**Sections 2-6**

### Preschool FAPE in the LRE

Target(s) (Section 2)	Progress / Slippage (Section 3)	Projected Target(s) (Section 4)	Activities (Section 5)	Timelines (Section 6)	Resources (Section 6)
July 1, 2003 through June 30, 2004		July 1, 2004 through June 30, 2005			
Develop plan to collect data to measure whether early language / communication, pre-reading, and social-emotional skills are improving for preschool children with disabilities receiving special education and related services.	<p>Participated in conference calls/presentations through NECTAC and OSEP concerning types of data to collect to demonstrate skill improvement.</p> <p>Began meeting with special education directors concerning data already being collected, assessments presently being used in all preschool programs and kindergarden programs to demonstrate improvements and advantage of ECSE over time.</p> <p>Virginia's Part C and Part B offices were awarded a GSEG grant to develop and measure early childhood and family outcomes.</p>		<p>As a core team member of Virginia's GSEG grant with the Part C program, develop early childhood outcomes and indicators to be measured,</p> <p>Begin a longitudinal study to demonstrate the effect of ECSE on academic growth compared to effect of special education begun after school (K) entrance</p> <p>Participate in TA opportunities concerning the development of early childhood outcomes such as National Inclusion Conference, OSEP Early Childhood Conference, ECO TA meetings.</p>	Completion date June 2005	<p>Virginia's GSEG grant with Part C project group</p> <p>Special Education &amp; Student Services Priority Project committees</p> <p>TA from NECTAC</p> <p>OSEP</p>

**Part B Annual Performance Report  
Status of Program Performance**

**Cluster Area V: Secondary Transition**

**Question:** Is the percentage of youth with disabilities participating in post-school activities (e.g., employment, education, etc.) comparable to that of nondisabled youth?

**State Goal** (for reporting period July 1, 2003 through June 30, 2004):

The percentage of youth with disabilities participating in post-school activities is comparable to that of non-disabled youth. \*

**Virginia Performance Indicator** (for reporting period July 1, 2003 through June 30, 2004):

**ST.I** All students with disabilities, 14 years of age, and younger when appropriate, receive individualized, coordinated services designed with an outcome-oriented process which promotes movement from school to post-school activities.

## Part B Annual Performance Report Status of Program Performance

**Section 1 - Baseline/Trend Data** (for reporting period July 1, 2003 through June 30, 2004):

### Secondary Transition

**ST.I** All students with disabilities, 14 years of age and younger, when appropriate, receive individualized, coordinated services designed with an outcome-oriented process which promotes movement from school to post-school activities.

**TABLE 1: Secondary Transition Issues in the Monitoring Process, 2001-2003**

Monitoring Findings in LEAs, Self-Assessment and On-Site Reviews						
Federal Requirements	Self-Assessment	On-Site	Self-Assessment	On-Site	Self-Assessment	On-Site
	2001-2002		2002-2003		2003-2004	
Transition services and programs meet students needs	0	4	2	0	0	1
Student invited to IEP meetings to discuss transition	4	2	0	4	4	2
Transition services in IEP based on individual needs and preferences of students	0	0	0	4	3	0
IEP goals and objectives related to student's transition services and post school outcomes	0	0	0	0	0	1
Linkages with appropriate agencies	0	1	0	0	1	1
Transfer of rights	0	1	0	0	1	0
<b>Number of LEAs in Self-Assessment and Assessed through On-Site Monitoring</b>	<b>22</b>		<b>22</b>		<b>22</b>	

**Data Source: Office of Federal Program Monitoring Files**

The state's monitoring process includes self-assessment and on-site monitoring. The area of secondary transition was reviewed to determine a) whether LEAs were providing appropriate programs and transition services to meet the needs of students with disabilities; b) whether students were invited to and participated in the meetings where transition was discussed; c) whether transition services were based on the individual needs and preferences of students; d) whether IEP goals and objectives were related to the student's transition services and post-school outcomes; e) whether LEAs had established linkages with appropriate agencies that provide supplement transition services; and f) whether students and parents were informed of the transfer of rights that occurs when the students attain the age of majority. Data were collected from findings in reports from LEAs that were monitored and served students who were 14 years of age or older. These data indicate that noncompliance in secondary transition decreased from 2001 to 2003. During 2002-2003, two areas of secondary transition were found through on-site monitoring reviews in four LEAs. VDOE follows up on self-assessment and on-site review findings to ensure correction. All LEAs have approved corrective action plans.

## Part B Annual Performance Report Status of Program Performance

**Section 1 - Baseline/Trend Data** (for reporting period July 1, 2003 through June 30, 2004), **continued:**
**TABLE 2: Secondary Transition Issues in Dispute Resolution, 2003-2004**

Complaints and Due Process in Secondary Transition				
	Total Number of Requests	Number Involving Transition as an Issue	LEA Compliance	LEA Noncompliance
Complaints	169	0	0	0
Due Process	127	0	0	0

Mediation System in Secondary Transition				
	Total Number of Mediation Requests not Related to Hearing Requests	Number Involving Transition as an Issue	Total Number of Mediation Agreements not Related to Hearing Requests	Number of Mediation Cases Pending
Mediation	135	0	0	0

**Data Source:** 2003 –2004 Annual Report of the Dispute Resolution System and Administrative Services

During the 2003-2004 school year, there were no complaints, due process hearings or mediations involving secondary transition as an issue.

## Part B Annual Performance Report Status of Program Performance

## Sections 2-6

### Secondary Transition

**ST.I All students with disabilities, 14 years of age and younger, when appropriate, receive individualized, coordinated services designed with an outcome-oriented process which promotes movement from school to post-school activities.**

### Secondary Transition

Target(s) (Section 2)	Progress / Slippage (Section 3)	Projected Target(s) (Section 4)	Activities (Section 5)	Timelines (Section 6)	Resources (Section 6)
July 1, 2003 through June 30, 2004		July 1, 2004 through June 30, 2005			
Develop process for collecting data on post-school outcomes of all students	<p>Participated in planning meetings among special education and student services staff, information technology staff, and VDOE leadership to determine impact on the state and LEA and the feasibility of post-school outcome data collection.</p> <p>Participated in NCSET teleconferences</p> <p>Survey of LEAs that collect outcome data is complete</p>		<p>Participate in monthly Project Graduation Meetings</p> <p>Convene task force to develop process for collecting data on post-school outcomes.</p> <p>Participate in Region III (RRCEP) meetings</p> <p>Management Team meetings with Rehabilitation Center</p> <p>Review data collection procedures with school divisions that do collect outcome information</p> <p>Participate in the NCSET Leadership Summit, Improving Outcomes</p> <p>Review companies that provide survey services and data analysis</p>	July 1, 2004 - June 30, 2005	<p>Offices of Special Education, Student Services, and Information Technology personnel, Career and Technical Education</p> <p>Superintendent's Cabinet</p> <p>Region III RRCEP (through George Washington University)</p> <p>Virginia Department of Rehabilitative Services</p> <p>Virginia Employment Commission</p> <p>NCSET</p>

## Part B Annual Performance Report Status of Program Performance

Sections 2-6, continued					
Secondary Transition, continued					
Target(s) (Section 2)	Progress / Slippage (Section 3)	Projected Target(s) (Section 4)	Activities (Section 5)	Timelines (Section 6)	Resources (Section 6)
July 1, 2003 through June 30, 2004		July 1, 2004 through June 30, 2005			
Maintain High Levels of Compliance with IDEA	<p>VTOP is a model for meeting IDEA transition requirements and to improve delivery of services.</p> <p>18 sites (school divisions) participated in VTOP training.</p> <p>1615 files have been reviewed.</p> <p>18 Action Plans have been written and are in the process of implementation.</p> <p>Materials (Eaton-Coull, Enterprise, Pro-ED) were provided.</p> <p>During 2003-04 TTACS provided 791 services in secondary transition and vocational employment representing approximately 6 percent of the TTAC service content areas</p>	Continued Compliance with IDEA requirements and improvement in local practices regarding secondary transition are goals of secondary transition projects.	<p>VTOP statewide training of 150 participants.</p> <p>Local transition teams will conduct 800-1000 file reviews in at least 10 new sites and develop 10 Action Plans. Action Plans will be written by local teams and T/TAC assistance.</p> <p>Implementation of Action PlansPlan fall '05 training with new sites.</p> <p>Presentations to disseminate information about the VTOP.</p> <p>Provide training and resource materials to teachers, administrators, adult agency personnel, and others involved in the transition process.</p>	July 2004 through June 2005	<p>Training and Technical Assistance Centers</p> <p>Virginia Dept. of Rehabilitative Services</p> <p>Virginia Board for People with Disabilities</p> <p>Virginia Interagency Transition Council (VITC)</p> <p>Transition Leadership Council (TLC)</p>

## Part B Annual Performance Report Status of Program Performance

Sections 2-6, continued					
Secondary Transition, continued					
Target(s) (Section 2)	Progress / Slippage (Section 3)	Projected Target(s) (Section 4)	Activities (Section 5)	Timelines (Section 6)	Resources (Section 6)
July 1, 2003 through June 30, 2004		July 1, 2004 through June 30, 2005			
<p>Increase the number and availability of transition activities, to increase the coordinated set of activities based on student preference and interest with an outcome/results orientation.</p> <p>Maintain and increase staff/parent/student education opportunities</p>	<p>SVRP increases the number of transition services in schools by using collaborative teams. It increases school practitioner skills through structured professional development and expands the number of community-based work sites and transportation. SVRP also increases capacity to provide complex and specialty services to more culturally diverse and severely disabled population.</p>		<p>The Shenandoah Valley Regional Program (SVRP) will assist six LEAs in implementing program improvements and expanding the scope of transition service delivery options to students with disabilities</p> <p>Disseminate replication manual, portfolio, resource manual, to any interested parties.</p>	<p>July 2004 through June 2005</p>	<p>Training and Technical Assistance Centers</p> <p>Virginia Dept. of Rehabilitative Services</p> <p>Virginia Board for People with Disabilities</p> <p>Virginia Interagency Transition Council</p> <p>Transition Leadership Council</p>



## Part B Annual Performance Report Status of Program Performance

Sections 2-6, continued					
Secondary Transition, continued					
Target(s) (Section 2)	Progress / Slippage (Section 3)	Projected Target(s) (Section 4)	Activities (Section 5)	Timelines (Section 6)	Resources (Section 6)
July 1, 2003 through June 30, 2004		July 1, 2004 through June 30, 2005			
Increase the number and availability of transition activities, to increase the coordinated set of activities based on student preference and interest with an outcome/results orientation.	591 students received assessment (Comprehensive Assessment: Vocational Evaluation, Life Skills, Recreation and Leisure; Situational Assessment)		The Post-Secondary Education Rehabilitation Transition (PERT) project will provide assessment services to students with disabilities placed at Woodrow Willson Rehabilitation Center (WWRC).	July 2004 through June 2005	Virginia Dept. of Rehabilitative Services  WWRC Staff  LEAs

## Part B Annual Performance Report Status of Program Performance

Sections 2-6, continued					
Secondary Transition, continued					
Target(s) (Section 2)	Progress / Slippage (Section 3)	Projected Target(s) (Section 4)	Activities (Section 5)	Timelines (Section 6)	Resources (Section 6)
July 1, 2003 through June 30, 2004		July 1, 2004 through June 30, 2005			
<p>Increase the number and availability of transition activities, to increase the coordinated set of activities based on student preference and interest with an outcome/results orientation.</p> <p>Maintain and increase staff/parent/student education opportunities</p>	<p>Collaborative Transition Training activities have been completed for Students and Families in Regions VI &amp; VII to improve overall quality of transition services for students with disabilities in middle and high schools. Thirteen LEAs participated in seven trainings conducted from 2002-2004 with over 800 participants</p>		<p>Sponsor postsecondary events and programs that assist/encourage transition age youth to develop plans for the future, such as:</p> <ul style="list-style-type: none"> <li>- College Bound,</li> <li>- College Quest,</li> <li>- Real World,</li> <li>- Future Quest,</li> <li>- Discovering College,</li> <li>- YLF</li> </ul>	<p>July 2004 through June 2005</p>	<p>T/TAC</p> <p>VDOE</p> <p>Higher Education</p> <p>VA Board for People with Disabilities</p>

## Part B Annual Performance Report Status of Program Performance

Sections 2-6, continued					
Secondary Transition, continued					
Target(s) (Section 2)	Progress / Slippage (Section 3)	Projected Target(s) (Section 4)	Activities (Section 5)	Timelines (Section 6)	Resources (Section 6)
July 1, 2003 through June 30, 2004		July 1, 2004 through June 30, 2005			
Maintain and increase staff/parent/student education opportunities	VITC held three meetings in 2003-2004. The council provides leadership and innovation in employment, education, training, and community support systems that can influence success for all students.		<p>The Virginia Inter-Community Transition Council (VITC) will convene regular meetings of statewide resource transition specialists.</p> <p>VITC sponsored activities will help establish strategies for employment preparation and placement, independent living and community participation, and postsecondary education or training.</p> <p>Establish annual priorities and objectives with annual reporting to heads of state agencies.</p>	July 2004 through June 2005	<p>Community Agencies</p> <p>Virginia Board for People with Disabilities</p> <p>Department of Health</p> <p>Department for the Blind and Visually Impaired</p> <p>Department of Rehab Services</p> <p>Department of Education</p> <p>Department of Correctional Education</p> <p>Centers for Independent Living</p> <p>Social Services</p>

## Part B Annual Performance Report Status of Program Performance

Sections 2-6, continued					
Secondary Transition, continued					
Target(s) (Section 2)	Progress / Slippage (Section 3)	Projected Target(s) (Section 4)	Activities (Section 5)	Timelines (Section 6)	Resources (Section 6)
July 1, 2003 through June 30, 2004		July 1, 2004 through June 30, 2005			
Maintain and increase staff/parent/student education opportunities			<p>The Transition Leadership Council will conduct meetings of transition specialists. The purpose of these meetings will be to:</p> <ul style="list-style-type: none"> <li>- develop and review materials for dissemination;</li> <li>- provide training, support, and problem solving strategies within the council;</li> <li>- enhance linkages with Virginia Interagency Transition Council (VITC) and other appropriate stakeholders/state agencies.</li> </ul>	July 2004 through June 2005	<p>Training and Technical Assistance Centers</p> <p>Virginia Dept. of Rehabilitative Services</p> <p>Virginia Board for People with Disabilities</p> <p>Virginia Interagency Transition Council</p> <p>DBVI</p>

## Part B Annual Performance Report Status of Program Performance

Sections 2-6, continued					
Secondary Transition, continued					
Target(s) (Section 2)	Progress / Slippage (Section 3)	Projected Target(s) (Section 4)	Activities (Section 5)	Timelines (Section 6)	Resources (Section 6)
July 1, 2003 through June 30, 2004		July 1, 2004 through June 30, 2005			
Maintain and increase staff/parent/student education opportunities	<p><b>Two new Local Regional Transition Councils were established 1st year.</b></p> <p>The Division on Career Development and Transition (DCDT) held it's International conference with over 1000 participants.</p>		<p>Local Regional Transition Councils will be encouraged to provide assistance with training and development as requested.</p> <p>Transition Practitioner's Council will disseminate information to parents, families, agency personnel.</p> <p>The Virginia Transition Forum will conduct it's annual symposium with workshops and panel presentations.</p> <p>The Virginia Chapter of the Division on Career Development and Transition (DCDT) will conduct it's annual conference.</p> <p>VDOE will support the Virginia Chapter of the Division on Career Development and Transition's conference by disseminating information and encouraging LEA attendance.</p>	July 1, 2004 to June 30, 2005	<p>Department of Rehab Services</p> <p>Traning and Technical Assistance Centers</p> <p>Department of Rehabilitative Services, Virginia</p> <p>Intercommunity Transition Council, Radford University</p> <p>College of Education and Human Development, Virginia</p> <p>Association of Vocational Education Special Needs Personnel</p> <p>Council for Exceptional Children's Division on Career Development and Transition</p>

## Part B Annual Performance Report Status of Program Performance

Sections 2-6, continued					
Secondary Transition, continued					
Target(s) (Section 2)	Progress / Slippage (Section 3)	Projected Target(s) (Section 4)	Activities (Section 5)	Timelines (Section 6)	Resources (Section 6)
July 1, 2003 through June 30, 2004		July 1, 2004 through June 30, 2005			
Maintain and increase staff/parent/student education opportunities	A team of Virginia transition specialists attended "Improving Results: Policy and Practice Implications for Secondary and Postsecondary Education and Employment for Youth with Disabilities."		<p>Virginia will sponsor a team to attend the National Center for Secondary Education and Transition (NCSET) National Leadership Summit</p> <p>The Virginia team will address identified transition priorities and collaborate with other education leaders to accomplish goals and disseminate information. The team will also seek to address critical challenges to secondary education and transition through coordination with other transition leaders from other states, members of other national organization and federal policy makers.</p>	July 2004 through June 2005	<p>U.S. Departments of Education, Labor, and Health and Human Services, Social Security Administration, and others.</p> <p>Training and Technical Assistance Centers</p> <p>Higher Education</p>